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SECOND EDITION

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Yates *Pronounce It* PERFECTLY in ENGLISH SECOND EDITION
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Pronounce It PERFECTLY in ENGLISH

SECOND EDITION

Learn to speak with an authentic American accent

Listen and imitate the sound patterns of spoken American English

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Essential help for ESL students, TOEFL and TOEIC test takers, and all others who speak English as their second language

Jean Yates, M.A.
Teacher, Georgetown University, Washington, D.C.
Corporate Linguistics Trainer

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PERFECTLY
in ENGLISH

SECOND EDITION

by Jean Yates, M.A.
Georgetown University



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Contents



Introduction

The goal of "perfect pronunciation" is not to take your personality out of your speech. Indeed, mannerisms that give hints of your origin are charming in English. The goal is, rather, to speak so that people listen to *what* you say, not *how* you say it. The goal is to be understood the first time you say something, and to be confident and proud of the way you speak.

This book and tape are designed to help you pronounce English words, phrases, and sentences correctly, so that the meaning you intend is clear and the sounds are pleasing to the ear.

The materials are organized to help you get through the maze of English spelling so that you will know how to pronounce any new word. English spelling reflects the history of the words rather than how they are pronounced. The spelling of the vowel sounds, in particular, is an unreliable guide to their pronunciation. Also, many vowel and consonant letters are silent; they are simply not pronounced at all. Most importantly, however, the pronunciation of many grammatical markers systematically changes according to the sounds that precede them, and these changes are not reflected in the spelling. Native speakers do not even notice these changes, but make them automatically. You will learn to do the same thing.

The book is divided into five parts: Vowel Sounds, Consonant Sounds, Stress Patterns, Intonation Patterns, and Appendix. Each sound is considered separately, by sound rather than by spelling. There are instructions and diagrams to show you how the sound is made. Examples are given of the sound in all possible positions in a word or phrase, and examples are given of all possible spellings of the sound. The unique stress and intonation patterns of English, which often carry meaning, are described in detail, with examples for practice. The CDs include all of

these examples, modeled by native speakers, with pauses provided so that you can repeat them. The book and CDs also include exercises, quizzes, and practice materials to help you make sure you are hearing and producing the sounds correctly.

As the pronunciation of grammatical markers is vital for understanding, there are sections entitled "Usage Tips" throughout the materials. Pay particular attention to these sections. If you are a beginner, or have trouble making yourself understood, do these sections first, and continue to practice them.

Do not be discouraged if at first you do not hear the differences in sounds. You can train yourself to hear them. Follow the instructions for making the sounds; check yourself by looking in the mirror; tape-record your voice. Practice making the differences and you will begin to hear them.

The book and CDs are coordinated so that you can use them separately or together. To improve your understanding of English spelling and your recognition of written words, listen to the CDs while looking at the words and sentences in the book. When you listen to the recording without the book, simply repeat the examples during the pauses provided for writing, and do the written exercises later.

The symbols used to represent each sound are based on those of the International Phonetic Alphabet. Because many English vowel sounds are combinations of sounds, they are represented here by combinations of symbols. This is intended to help the learner form these sounds by combining their individual parts.

The pronunciation symbols used by *The American Heritage Dictionary, The Random House Dictionary, The Merriam-Webster Dictionary, The Oxford Dictionary,* and *Longman's Dictionary* appear below, so that you may use this book as a pronunciation guide for any new word you look up in your own dictionary.

Guide to Symbols

Unit	Barron's	Longman's	Oxford	Random House	American Heritage	Merriam Webster
1	ə	ə	e o i a u	ə	ə	ə
2	ɪ	ɪ	ĭ	i	ĭ	i
3	u	ʊ	o͝o	o͝o	o͝o	u̇
4	iy	iʸ	ē	e	ē	ē
5	uw	uʷ	o͞o	o͞o	o͞o	ü
6	iuw	ju	ū	yo͞o	iu	yü
7	ʌ	ʌ	ŭ	u	ŭ	ˈə
8	ɛ	e	ĕ	e	ĕ	e
9	ow	əʊ	ō	ō	ō	ō
10	oiy	ɔɪ	oi	oi	oi	ȯi
11	eə	eə	ë	â	â	a
12	eiy	eɪ	ā	ā	ā	ā
13	ɔ	ɔ	aw	ô	ô	ȯ
14	æ	æ	ă	a	ă	a
15	æow	aʊ	ow	ou	ou	au̇
16	a	a	ah	ä	ŏ	ä
17	aiy	aɪ	ī	ī	ī	ī
18	p b	p b	p b	p b	p b	p b
19	t d	t d	t d	t d	t d	t d
20	k g	k g	k g	k g	k g	k g
21	f v	f v	f v	f v	f v	f v
22	ch j	ʧ ʤ	ch j	ch j	ch j	ch j
23	sh zh	ʃ ʒ	sh zh	sh zh	sh zh	sh zh
24	s z	s z	s z	s z	s z	s z
25	l r	l r	l r	l r	l r	l r
26	m n ŋ	m n ŋ	m n ng	m n ng	m n ng	m n ŋ
27	θ ð	θ ð	th dh	t̸h̸ th	th t͟h	th t͟h
28	h	h	h	h	h	h
29	w y	w j	w y	w y	w y	w y

Part One

English Vowel Sounds



Every vowel sound represents a syllable in a word.

Syllables are either emphasized and "stressed," or weak and "unstressed."

There are 17 different vowel sounds in English.

They all have "voice," which occurs as the vocal cords vibrate.

The tongue does not touch other parts of the mouth, teeth, or lips.

The vowel sounds differ by

- the distance between the lips
- the shape of the lips
- the length of time the sound is held

The vowel sounds are ordered in this book according to how open the mouth is. The first sound, /ə/, is made with the mouth almost closed. As the lessons progress, the mouth gradually opens. The final sound, /**aiy**/, is made with the mouth wide open.

To pronounce each vowel correctly, follow these steps:

- Look in the mirror.
- Compare your mouth with each diagram.
- Make short sounds quickly.
- Count to two, silently, for long sounds.



Unit One
The Sound /ə/

Introducing the Sound

We begin with the vowel sound /ə/ for several reasons:

- it is the most common vowel sound in English; most words of more than one syllable contain this sound in the softer, or *unstressed*, syllable,
- many one-syllable words are pronounced with this sound,
- it can be spelled with any of the five vowel letters, and also with combinations of letters,
- it is an important sound for certain grammatical markers (see pages 73, 105, 146),
- native speakers automatically know when to pronounce this sound, without being told why or in what circumstances,
- pronouncing this vowel sound correctly is one of the most important skills necessary for clear communication.

The sound /ə/ is easy to pronounce. To make it, simply open your mouth very slightly, and make a noise. It does not sound like a formed vowel, and it isn't. The lips and tongue are relaxed, and the voice makes a short, soft noise. (See Figure 1.)

/ə/ in Unstressed Syllables

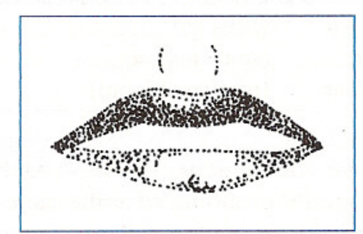


Figure 1.
The sound /ə/

However, it takes a lot of practice to know when to use this sound. As it can be spelled in so many different ways, we have printed in *light blue italics* the letters that are pronounced with this sound in the Examples and Exercise sections throughout this book. This will identify the sound while preserving the correct spelling of the words. When you see a vowel identified this way, pronounce it as softly and as quickly as you can, giving it no emphasis.

Listen to the following examples of words with the sound /ə/ in unstressed syllables and repeat them after the speaker.

EXAMPLES

/ə/ in first syllable	/ə/ in second syllable		/ə/ in other syllables
a-go	so-d*a*	cap-t*ai*n	*o*-ca-s*io*n-*a*l-ly
*e*f-fect	o-p*e*n	pi-g*eo*n	g*a*-ra-g*e*s
*e*x-plain	den-*i*m	par-t*ia*l	poi-s*o*n-*ou*s
*o*c-cur	meth-*o*d	sta-t*io*n	pan-*o*-ra-m*a*
u-pon	syr-*u*p	cup-b*oa*rd	u-n*i*-ver-s*a*l

In addition to being spelled by all the vowel letters and combinations of letters, the /ə/ sound can also be pronounced when there is no vowel at all. Listen to the following examples, and repeat them after the speaker.

EXAMPLES

prism	(pris-əm)
socialism	(so-c*ia*l-is-əm)
nationalism	(na-t*io*n-*a*l-is-əm)

In certain contractions (see also pages 119, 120), the /ə/ sound is pronounced at the same time as the /n/ sound. Listen to the following examples, and repeat them after the speaker.

EXAMPLES

doesn't	(does-ənt)
isn't	(is-ənt)
hasn't	(has-ənt)
wasn't	(was-ənt)
haven't	(hav-ənt)
didn't	(did-ənt)
hadn't	(had-ənt)
shouldn't	(should-ənt)
wouldn't	(would-ənt)
couldn't	(could-ənt)

The consonant-vowel sequence le, especially at the end of a word, is usually pronounced əl. Listen to the following examples, and repeat them after the speaker.

EXAMPLES

abl*e*	(a-bəl)
cap*a*bl*e*	(cap-*a*-bəl)
suit*a*bl*e*	(suit-*a*-bəl)

Usage Tip

- The words a, an, and the are articles, unstressed words that occur before nouns and adjective-noun combinations. Say them quickly, without emphasis. Pronounce the vowel as /ə/.

Listen to the following examples of articles containing the /ə/ sound, and repeat them after the speaker.

EXAMPLES

a book	*a*n appl*e* (pəl)	th*e* book
a cat	*a*n or*a*nge	th*e* cat
a dog	*a*n ice cube	th*e* dog
		th*e* un*i*verse

(When the occurs before a word beginning with a vowel sound, the e is pronounced /**iy**/. (See Unit Four, page 11.)

/ə/ in Stressed Syllables

When /ə/ is followed by the consonant /**r**/, it can be the prominent, or *stressed* vowel of a word. In the examples that follow, and throughout the rest of this book, the sound that is being introduced will be printed in **boldface** type.

Listen to the examples and repeat them after the speaker.

EXAMPLES

urn	**ear**n	w**or**k
f**ur**	h**ear**d	w**or**m
p**ur**se	y**ear**ns	
		t**our**n-*a*-m*e*nt
s**er**ve	b**ir**d	
n**er**ve	g**ir**l	s**yr**-*u*p
	f**ir**st	

Practice for Mastery

Listen to the following sentences that feature the sound /ə/, and repeat them after the speaker.

EXAMPLES

I h**ear**d h**er** j**our**ney w*a*s w**or**th th*e* w**or**ry.
Th*e* sug*ar* w*a*s th*e* col*o*r *o*f **ear**th.
The **ear**ly b**ir**d gets th*e* w**or**m.

Continue to practice this sound while learning the rest of the vowel sounds. Remember that the /ə/ sound will be written in *italics* when it occurs in unstressed syllables.

CD 1 TRACK 3

UNIT TWO
THE SOUND /ɪ/

Introducing the Sound

To make the /ɪ/ sound, lower your jaw slightly. The lips are relaxed and are about ¼ inch (6 mm) apart. (See Figure 2.)

The sound is short.

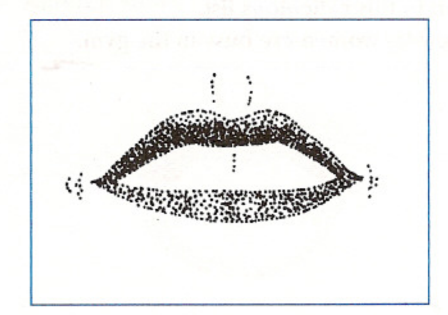


Figure 2.
The sound /ɪ/

Listen to the examples and repeat them after the speaker.

EXAMPLES

if	gym	pr**e**tty	b**u**sy
in	symb*o*l	**E**ngl**i**sh	
b**i**g			wom**e**n
m**i**ss		s**ie**ve	
b**ui**ld			

Practice for Mastery

Listen to the following sentences featuring the vowel sound /ɪ/ and repeat them after the speaker.

EXAMPLES

Jim is in the picture.
Miss Smith is thin.
Bring chicken for dinner.
Listen to this ridiculous list.
The pretty women are busy in the gym.



UNIT THREE
THE SOUND /u/

Introducing the Sound

This vowel is formed by keeping the jaw slightly open. The lips are ¼ inch (6 mm) apart and pushed outward to make an open circle. (See Figure 3.)

The sound is short.

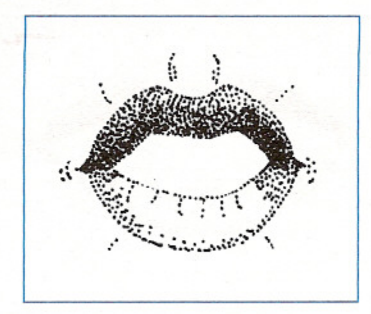


Figure 3.
The sound /u/

Listen to the examples and repeat them after the speaker.

EXAMPLES

put	look	could	woman
push	book	would	wolf

Practice for Mastery

Listen to the following sentences featuring the sound /**u**/, and repeat them after the speaker.

EXAMPLES

Look in the cookbook for a good pudding.
He would if he could.
It should be good wool.
The woman took a good look at the wolf.



UNIT FOUR
The Sound /iy/

Introducing the Sound

To make this sound, set your lips ⅜ inch (1 cm) apart. Widen your lips into a big smile. (See Figure 4.)

The sound is long. Count to two silently to be sure it is long enough.

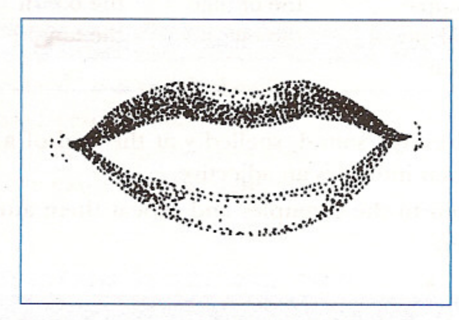


Figure 4.
The sound /iy/

Listen to the following examples and repeat them after the speaker.

EXAMPLES

be	key	people	ski
he	honey		police
we		amoeba	
	cheap		suite
bee	fear	either	
see		receive	chassis
sweet			debris
marry		niece	
happy			chamois

Usage Tips

- The e in the article the is pronounced /**iy**/ when it is followed by a word beginning with a vowel sound.

Listen to the examples and repeat them after the speaker.

Examples		
the apple	the orange	the ocean
the elephant	the onion	the umpire
the ice		

- The /**iy**/ sound, spelled y at the end of a word often indicates an adjective.

Listen to the examples and repeat them after the speaker.

Examples			
tricky	soapy	sticky	heavy
edgy	chilly	shaky	easy

- Adverbs often end in the syllable ly, pronounced /**liy**/.

Listen to the examples and repeat them after the speaker.

Examples		
nicely	quickly	slowly
plainly	sweetly	clearly

- A final /**iy**/ sound after a name can indicate endearment or informality.

Listen to the examples and repeat them after the speaker.

Examples		
sweetie	Susie	daddy
Bobby	mommy	cutie

Practice for Mastery

Listen to the following sentences featuring the vowel sound /**iy**/ and repeat them after the speaker.

Examples

Jeannie, do you see the bees?
Please freeze the peas.
Neither he nor she believes me.
We can easily read the agreement.

Contrasting Sound Practice

Compare the sound /ɪ/ from Unit Two with the sound /**iy**/, by repeating the following words after the speaker.

/ɪ/	/iy/	/ɪ/	/iy/
bit	beet	rich	reach
sit	seat	pick	peak, peek
rip	reap	dim	deem
lip	leap	dip	deep
live	leave	sin	seen, scene
did	deed	fist	feast
hill	heel, heal, he'll	sis	cease
mill	meal	his	he's
pill	peel, peal	ship	sheep
lick	leak, leek	chip	cheap

Now listen to several sentences that feature both sounds, and repeat them after the speaker.

EXAMPLES

Six sheep w*e*re sick on th*e* ship.
Jim eats cheap chips.
He leaves me this measly littl*e* meal.
She's *a*s thin *a*s he is.
Please peel th*e* beets *a*nd string th*e* beans.

Recognition Practice

The speaker will pronounce five words featuring these sounds. During the pauses, circle the word you hear. If it is not convenient for you to write at this time, use the pauses to repeat the words after the speaker, then complete the written exercise later. The correct answers appear below.

EXERCISE

1. sin	scene
2. live	leave
3. his	he's
4. hill	he'll
5. sit	seat

Dictation Practice

Now the speaker will pronounce five words featuring these two sounds. During the pauses, write each word on a piece of paper. If it is not convenient for you to write at this time, use the pauses to repeat the words after the speaker, then complete the written exercise later. The correct answers appear below.

Answers to Exercises

Recognition Practice, scene, live, his, he'll, seat
Dictation Practice, dip, meal, reach, sin, he's



UNIT FIVE
THE SOUND /uw/

Introducing the Sound

To make the /**uw**/ sound, keep the mouth slightly open and the lips ⅜ inch (1 cm) apart. The lips are tense, and pushed forward into a small circle. (See Figure 5.)

The sound is long.

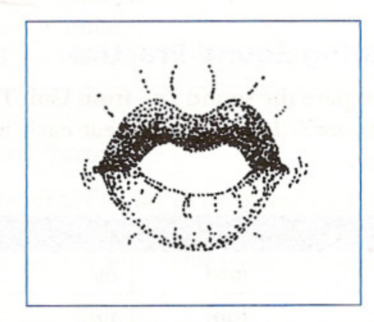


Figure 5.
The sound /uw/

Listen to the examples and repeat them after the speaker.

EXAMPLES

d**o**	l**oo**se	fl**u**	d**ue**	fl**ew**
l**o**se	ch**oo**se	r**u**de	bl**ue**	n**ew**
wh**o**	f**oo**d		T**ue**sday	
tw**o**				
c*a*n**oe**	thr**ough**	j**ui**ce	rh**eu**m*a*tism	l**ieu**
sh**oe**	s**ou**p			

Practice for Mastery

Listen to the following sentences featuring the sound /**uw**/ and repeat them after the speaker.

EXAMPLES

S**ue** kn**ew** th*e* tr**u**th.
Ch**oo**se bl**ue** f*o*r th*e* n**ew** r**oo**m.
It bl**oo**ms s**oo**n, in J**u**ne.
Th*e* n**ew**s *i*s t**oo** gl**oo**my.

Contrasting Sound Practice

Now compare the sound /**u**/ from Unit Three with the sound /**uw**/. Listen and repeat each word after the speaker.

EXAMPLES

/u/	/uw/	/u/	/uw/
f**u**ll	f**oo**l	p**u**ll	p**oo**l
st**oo**d	st**ew**ed	c**oo**kie	k**oo**ky
w**ou**ld, w**oo**d	w**oo**ed	n**oo**k	n**u**ke
h**oo**d	wh**o**'d		

Now repeat the following sentences, which feature both vowel sounds.

EXAMPLES

Lou couldn't fool Sue.
Stu wouldn't move th*e* cooking school.
Th*e* good pool room is booked f*o*r Tuesday *a*t noon.
Th*e* cook stood *a*nd looked *a*t his new shoes.

Recognition Practice

The speaker will pronounce five words. In your book, circle the ones you hear, or repeat them now and do the written exercise later. The correct answers appear below.

EXERCISE

1. hood who'd
2. full fool
3. wood wooed
4. nook nuke
5. stood stewed

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, or repeat them during the pauses and write the exercise later. The correct answers appear below.

Keep in mind that learning to make the sounds correctly and practicing them will help you to hear their differences.

Spelling Challenge

Four sentences containing words with tricky spelling are next recorded on the CD. Write them down during the pauses, then check your work below. If it is not convenient for you to write at this time, repeat the sentences during the pauses, and write them later.

Answers to Exercises

Recognition Practice, hood, full, wooed, nook, stewed
Dictation Practice, who'd, stood, pool, would, full
Spelling Challenge, I see a big woman and two little women. We drank sweet juice in the hotel suite. It's good food. Don't shoot him in the foot.



Unit Six
The Sound /iuw/

Introducing the Sound

The /**iuw**/ sound is a combination of the sounds /**iy**/ and /**uw**/. The lips are $\frac{3}{8}$ inch (1 cm) apart. Begin with the lips spread into a big smile, then push them forward into a circle. (See Figure 6.)

The sound is short.

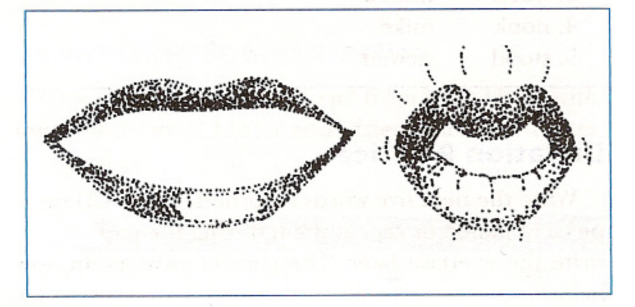


Figure 6.
The sound /iuw/

Listen to the examples and repeat them after the speaker.

Examples

use	yew	view	beauty
cute	few		
music		feud	you
	ewe		
			hue

When /**iuw**/ occurs in unstressed syllables, the second sound of the combination changes from /**uw**/ to /ə/. Begin with the lips $\frac{3}{8}$ inch apart, and make the /**iy**/ sound. Move the lips to the almost-closed and relaxed position of /ə/.

Listen to the examples and repeat them after the speaker.

Examples

figure	union	medium	accurate
failure	usually		accusation
			immunize
	canyon		
			your

Usage Tip

The article a is used before words that begin with a consonant sound, while an is used before those that begin with a vowel sound. While u and eu are vowels, when they are pronounced /**iuw**/, they actually begin with the consonant sound /**y**/ (see page 137). For this reason, use the article a (pronounced /ə/) instead of an before words beginning with /**iuw**/.

Listen to the examples, and repeat them after the speaker.

Examples

u pronounced as a vowel

an umbrella
an understanding
an understatement
an ugly situation
an unusual occurrence

u pronounced as /**iuw**/

a union
a use
a useful gadget
a utility
a usual occurrence

eu pronounced as /iuw/

a euphoric sensation
a euphemism (isəm)
a eulogy
a European

EXAMPLES

This is a universal truth.
It is a university in New York.
They will form a union.
This is a usual occurrence.

Practice for Mastery

Listen to the following sentences featuring the sound /iuw/, and repeat them after the speaker.

EXAMPLES

A few beauties were in the picture.
Your cues are confusing.
He was accused of abuse.
Are you used to using the computer?

CD 1 TRACK 8

UNIT SEVEN
THE SOUND /ʌ/

Introducing the Sound

To make this sound, keep the mouth slightly open, with lips about ⅜ inch (1 cm) apart. (See Figure 7.)

The sound is short.

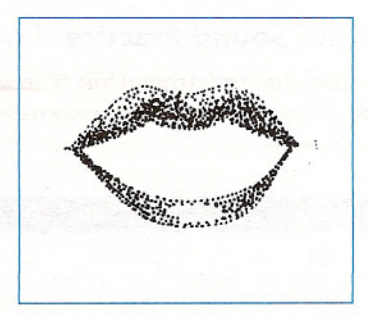


Figure 7.
The sound /ʌ/

Listen to the following examples and repeat them after the speaker.

EXAMPLES

up	cousin	does
under	trouble (bəl)	
	rough	was
love		
done	flood	
son	blood	

Practice for Mastery

Listen to the following sentences featuring the sound /ʌ/ and repeat them after the speaker.

EXAMPLES

Buffy cut up the shrubs.
The dust is under the rug.
The mother won some of the money, but not enough.
I'd love to come on Sunday if it's sunny.

Contrasting Sound Practice

To compare the /u/ from Unit Three with the sound /ʌ/, listen to the following words and repeat them after the speaker.

EXAMPLES

/u/	/ʌ/	/u/	/ʌ/
took	tuck	put	putt
look	luck	could	cud
book	buck		

Now listen to sentences that feature both vowel sounds, and repeat them after the speaker.

EXAMPLES

Could you put a tuck in the front?
Look at us for good luck.
The bus looks good, but it's fun on foot.
The hooded one looks tough.

Recognition Practice

Five words featuring these sounds are recorded on the CD. Circle below the words you hear. The correct answers are on page 23.

EXERCISE

1. look	luck
2. took	tuck
3. put	putt
4. could	cud
5. put	putt

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, or repeat them during the pauses and write the exercise later. The correct answers appear below.

Spelling Challenge

Three sentences that have words with tricky spelling are next recorded on the CD. Listen to each one carefully, then write it down during the pause. Check your sentences below.

Answers to Exercises

Recognition Practice, luck, took, putt, could, put
Dictation Practice, luck, took, book, could, buck
Spelling Challenge, Stop rushing and pushing. The bus is busy. The poodle stood in a puddle of blood.



Unit Eight
The Sound /ɛ/

Introducing the Sound

To make this sound, lower your jaw slightly. The lips are tense and spread outward in a half-smile, about ½ inch (1.3 cm) apart. (See Figure 8.)

The sound is short.

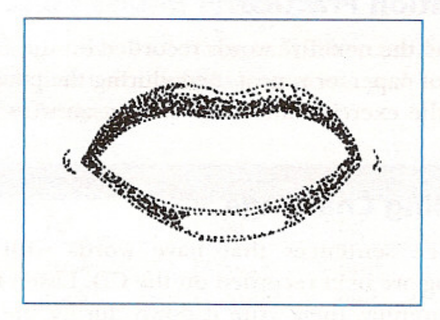


Figure 8.
The sound /ɛ/

Listen to the following examples and repeat them after the speaker.

Examples

egg	again	meadow	friend
edge	said	head	
step			heifer
	says	leopard	
any			guest
many			
can			bury

Practice for Mastery

Listen to the following sentences featuring the sound /ɛ/ and repeat them after the speaker.

Examples

Send Ben for his friend.
Let's rent a tent.
Esther never gets upset.
Fred said it again and again.

Contrasting Sound Practice

To compare the /ɪ/ sound from Unit Two with the sound /ɛ/, listen to the following words and repeat them after the speaker.

Examples

/ɪ/	/ɛ/	/ɪ/	/ɛ/
pick	peck	fill	fell
bid	bed	gym	gem
lid	led, lead	tin	ten
miss	mess	slipped	slept
wrist	rest	mitt	met
lift	left	six	sex
big	beg		

Now repeat the following sentences which feature both vowel sounds.

Examples

Pick a peck of pickled peppers.
Ed slipped and fell in the gym.
Evelyn missed the best bid.
Peg slept from six 'til ten, then left.

Recognition Practice

Five words featuring these sounds are recorded on the CD. Circle below the words you hear, then check them on page 27.

EXERCISE

1. lid	led
2. big	beg
3. slipped	slept
4. gym	gem
5. lift	left

Dictation Practice

Five words that contain these sounds are recorded on the CD. Write them during the pauses, then check them on page 27. If you have several errors, practice Units Two and Eight again.

If you do not hear the difference between the two vowel sounds, do not be discouraged. By making the sounds correctly, putting your lips and jaw in the positions described, you will begin to hear the difference.

Spelling Challenge

Three sentences containing words with tricky spelling are recorded next on the CD. During the pauses, write them down on a piece of paper. Check them on page 27.

Now compare /**iy**/ from Unit Four with the sound /ɛ/. Listen to the examples and repeat them after the speaker.

EXAMPLES

/iy/	/ɛ/	/iy/	/ɛ/
beat, beet	bet	read, reed	red, read
feel	fell	seed	said
geese	guess	sealing, ceiling	selling
he'd, heed	head	sees	says
mean	men	bleed	bled

Listen to several sentences that feature these two sounds, and repeat them after the speaker.

EXAMPLES

Please feed th*e* pets *a*nd weed th*e* beds.
He said he'd eat th*e* red meat.
She says she fell *a*nd she's bleeding.
Steve guessed he'd been seen in th*e* shed.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle below the ones you hear. The correct answers appear below.

EXERCISE

1. teen	ten
2. mean	men
3. heed	head
4. seal	sell
5. geese	guess

Dictation Practice

Now the speaker will pronounce five words featuring these sounds. Write the words on a piece of paper, then check your answers with the list below.

Answers to Exercises

Recognition Practice, p. 26 lid, big, slept, gem, left
Dictation Practice, p. 26 tin, miss, pick, bed, six
Spelling Challenge, The queen has been seen. He's the truest guest. Betty is pretty already.
Recognition Practice, ten, mean, head, seal, geese
Dictation Practice, said, wrecks, feel, he'd or heed, guess



Unit Nine
The Sound /ow/

Introducing the Sound

To pronounce /ow/, with your lips about ½ inch (1.3 cm) apart, round them into a circle. Begin the sound, then move your lips into a smaller circle. (See Figure 9.)

The sound is long.

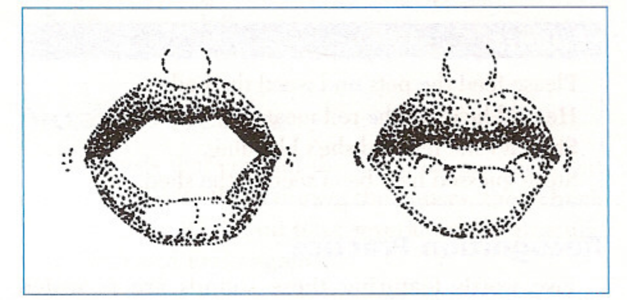


Figure 9.
The sound /ow/

Listen to the examples and repeat them after the speaker.

Examples

over	yeoman	groan	mauve
go			faux
zero	oh	sew	
			brooch
	depot	soul	
plateau		shoulder	
	though		
owner		bone	
slow	hoe	stone	
window			

Practice for Mastery

Listen to the following sentences featuring the sound /ow/ and repeat them after the speaker.

Examples

Oh no, don't go!
Show Joe the snowmobile.
Flo chose to row the old boat.
Throw your stole over your shoulder.

The /ow/ followed by the consonant /r/ is slightly different. When rounding your lips, push them outward, away from the top teeth, making the /r/ sound. (See page 111.)

Listen to the examples and repeat them after the speaker.

Examples

or	four	soar
for	pour	board
wore		
	poor	toward
war	door	drawer
warm		

Practice for Mastery

Listen to the following sentences featuring the sound /or/, and repeat them after the speaker.

Examples

Your war stories are boring.
He wore shorts to the store.
Pour four more quarts.
Morton's court report was short.

Contrasting Sound Practice

Now compare /ʌ/ from Unit Seven, with /ow/. Listen to the words and repeat them after the speaker.

EXAMPLES

/ʌ/	/ow/	/ʌ/	/ow/
fun	phone	shun	shone
rum	roam	rub	robe
dove	dove	mud	mode, mowed
come	comb	rug	rogue
hum	home	cup	cope
crumb	chrome	nut	note

Now say the following sentences.

EXAMPLES

Bud wrote one note home.
Rose coped with the crumbs.
Lola rubbed the mud from the old rug.
Phone him at home just for fun.

Recognition Practice

The speaker will pronounce five words containing these sounds. Circle the words you hear, or repeat them now, and do the written exercise later. The answers are on page 31.

EXERCISE

1. cup	cope
2. come	comb
3. nut	note
4. fun	phone
5. shun	shone

Dictation Practice

Now write the next five words recorded on the CD on a piece of paper. Check your answers below.

Spelling Challenge

Ten sentences containing words with confusing spelling are recorded next on the tape. Write them down on a piece of paper during the pauses, then check your work below.

Answers to Exercises

Recognition Practice, p. 30 cup, comb, nut, phone, shone
Dictation Practice, p. 31 rug, note, cup, coat, home
Spelling Challenge, Whose shoes are those? Whose hose did you lose? So, sew a few new suits. Move it above the stove. Go do it. Come home. The mover put a cover over the oven. Does she have toes in her shoes? Worms have many forms. Work with the fork.



Unit Ten
The Sound /oiy/

Introducing the Sound

The /**oiy**/ sound is a combination of two sounds beginning with /**o**/ and ending in /**iy**/. The lips, set about ½ inch (1.3 cm) apart, begin in a circle. (See Figure 10.) They move quickly to form a wide smile, ⅜ inch (1 cm) apart.

The sound is long.

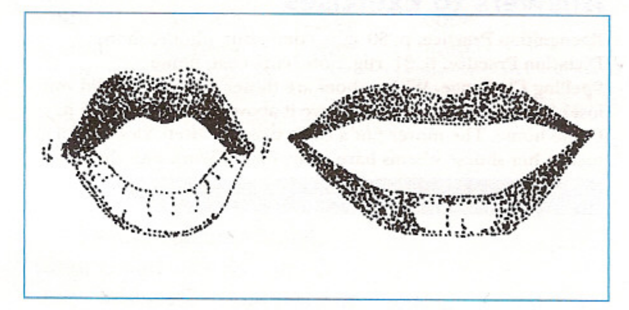


Figure 10.
The sound /oiy/

Listen to the examples and repeat them after the speaker.

Examples

b**oy**	b**oi**l	p**oi**se
t**oy**	s**oi**l	n**oi**sy
	c**oi**n	

Practice for Mastery

Listen to the following sentences featuring the sound /**oiy**/, and repeat them after the speaker.

Examples

R**oy**'s t**oy**s *a*re n**oi**sy.
Th*e* b**oy** p**oi**nt*e*d t*o* th*e* p**oi**s*o*n.
Tr**oy**'s pl**oy** w*a*s f**oi**led.
Th*e* sp**oi**led b**oy** d*e*str**oy**ed Fl**oy**d's j**oy**.



Unit Eleven
The Sound /eə/

Introducing the Sound

To make this sound, keep your jaw halfway open. The lips are ½ inch (1.3 cm) apart. Tense your lips, and form a wide, downward smile. Begin the sound, then move your lips close together into the /ə/ position. (See Figure 11.)

The sound is long.

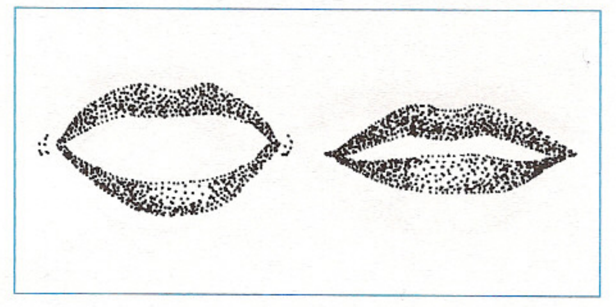


Figure 11.
The sound /eə/

Listen to the examples and repeat them after the speaker.

Examples

ran	laugh
fast	
pass	
craft	

To pronounce the vowel /eə/ followed by the consonant /r/, begin with the /eə/ sound, then move the lips forward into a round shape, baring the front teeth.

As before, listen to the examples and repeat them after the speaker.

Examples

care	wear	fair	where
dare	bear	stairs	there
	aerial	heir	they're
		their	
			prayer

Practice for Mastery

Repeat the following sentences after the speaker.

Examples

The fair-haired man ran in the sand.
Where are the spare pairs Stan and Dan wear?
They're not your socks. They're theirs.
Frances laughed when she passed him on the stairs.
They're cramming for their exams over there.

Contrasting Sound Practice

Compare /iy/, from Unit Four, with /eə/ by repeating the following words.

Examples

/iy/	/eə/
leaf	laugh
mean	man
clean	clan
fiend	fanned
peace, piece	pass
leaned	land

/iy/	/eə/
we're	where, wear
beer	bear
cheer	chair
peer	pear, pair, pare
steer	stair, stare
fear	fair, fare
here, hear	hair, hare
ear	air
tear, tier	tear

Now say these sentences, which feature both vowel sounds.

Examples

Sheila ran past the stairs with a can of beer.
The lean man cheered and laughed.
She can't eat peas from a can.
We're in need of a tank of gas.

Recognition Practice

The speaker will pronounce five words. Circle the ones you hear, or repeat the words and do the written exercise later. The answers are on page 38.

Exercise

1. peace	pass
2. here	hair
3. we're	where
4. leaned	land
5. ear	air

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, then check your work on page 38.

Contrasting Sound Practice

To compare /ɛ/ from Unit Eight with /eə/, repeat the following words after the speaker.

Examples

/ɛ/	/eə/	/ɛ/	/eə/
lend	land	men	man
left	laughed	messed	mast
pen	pan	guess	gas
wren	ran		

Now repeat several sentences that feature these sounds.

Examples

The man laughed, then left.
I guess Ann and Ed ran out of gas.
Fran passed the pen to the man's left hand.
Can Ted send a letter to Stan?

Recognition Practice

Listen to the next five words recorded on the CD and circle the ones you hear. The answers are on page 38.

Exercise

1. men	man
2. pen	pan
3. wren	ran
4. lend	land
5. guess	gas

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your answers with the list below.

Spelling Challenge

Now write the next three sentences you hear recorded on the CD.

Check your work below.

Answers to Exercises

Recognition Practice, p. 36 pass, here, we're, land, ear
Dictation Practice, p. 37 we're, mean, steer, laugh, man
Recognition Practice, p. 37 men, pan, ran, lend, gas
Dictation Practice, laughed, guess, man, messed, pen
Spelling Challenge, There were three people here. Where were you? I can can the tomatoes.



UNIT TWELVE
THE Sound /eiy/

Introducing the Sound

This is a combination of sounds. Begin with your lips in the first position of /eə/, about ½ inch (1.3 cm) apart and with a wide, downward smile. Then, slowly widen them into an upward smile, forming /iy/. (See Figure 12.)

Count to two silently to be sure the sound is long enough.

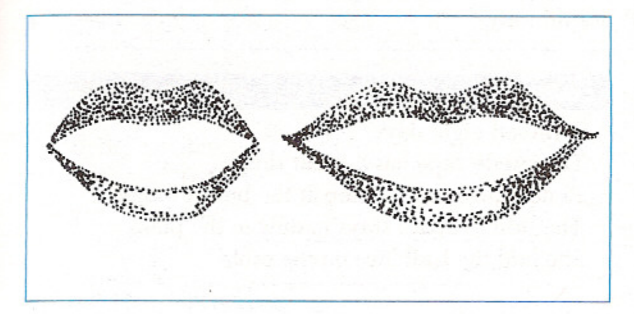


Figure 12.
The sound /eiy/

Listen to the examples and repeat them after the speaker.

EXAMPLES			
ate	cafe	prey	eight
face		they	rein
	gauge		
day		ballet	great
way	pain		
		suede	
	straight		
		fiancee	

Move your lips into the /ə/ position after /**eiy**/ when it occurs before the consonant /**l**/.

Listen to the examples and repeat them after the speaker.

EXAMPLES

pale   sail   they'll

Practice for Mastery

Repeat the following sentences which feature the sound /**eiy**/.

EXAMPLES

It rained eight days.
The suede cape has a great shape.
Renee ate creme brulee at the buffet today.
The rain in Spain stays mainly in the plain.
She laid the frail lace on the table.

Contrasting Sound Practice

To compare the sound /ɛ/, from Unit Eight, with /**eiy**/, repeat the following words.

EXAMPLES

/ɛ/	/eiy/	/ɛ/	/eiy/
red	raid	pen	pane, pain
bet	bait	wren	rain, rein, reign
debt	date	test	taste
fell	fail	shed	shade
get	gate	tent	taint
mess	mace		

Now repeat several sentences that feature both sounds.

EXAMPLES

Fred's cake failed the taste test.
Get the red dress for your date.
Jane's friend fell on the train.
Sell ten shares and trade the rest.

Recognition Practice

Five words featuring the sounds /ɛ/ and /**eiy**/ are recorded next on the CD. Circle below the words you hear, then check them below.

EXERCISE

1. pen	pain
2. test	taste
3. debt	date
4. fell	fail
5. get	gate

Dictation Practice

Five words containing these sounds are recorded next on the CD. Write them on a piece of paper during the pauses, then check them below.

Spelling Challenge

Seven sentences containing words with confusing spelling are recorded next on the CD. Listen to them carefully and write them down on a piece of paper during the pauses. Check them below.

Answers to Exercises

Recognition Practice, pain, test, debt, fail, get
Dictation Practice, red, bait, shade, fell, mess
Spelling Challenge, The pain came again. Her friend is a fiend for french fries. There were many zany women. The ape ate eight apples and an apricot. Hey, where's the key? She said she was afraid. The players said their prayers and paid their debts.



Unit Thirteen
The Sound /ɔ/

Introducing the Sound

To make the vowel sound /ɔ/, drop your jaw until the lips are ⅝ inch (1.5 cm) apart. Tense your lips and round them forward halfway. (See Figure 13.)

The sound is long.

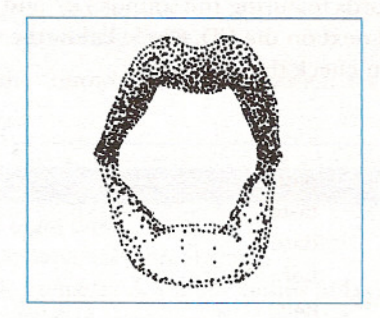


Figure 13.
The sound /ɔ/

Listen to the examples and repeat them after the speaker.

Examples

off	all	daughter	cough
on	call	caught	bought
often			
	auto	awful	broad
gone	fault	lawn	

Practice for Mastery

Listen to the following sentences featuring the sound /ɔ/, and repeat them after the speaker.

Examples

Draw water from the faucet.
The water is always calm in August.
I thought Audrey saw a lawyer.
You ought to have brought your daughter.

Contrasting Sound Practice

To compare /ʌ/, from Unit Seven, with /ɔ/, repeat these words after the speaker.

Examples

/ʌ/	/ɔ/	/ʌ/	/ɔ/
cuff	cough	sung	song
gun	gone	rung	wrong
but	bought	cut	caught
lung	long	gulf	golf

Now, say the next sentences after the speaker.

Examples

Bud was caught with the gun he bought.
Sunny has sung all the wrong love songs.
Audrey bought the awesome puppies.
Maud cut the cuffs from that awful cloth.

Recognition Practice

Listen to the next five words recorded on the CD, and circle below the ones you hear. The answers are on page 45.

EXERCISE

1. lung long
2. cut caught
3. gun gone
4. cut caught
5. gulf golf

Dictation Practice

Now write the next five words recorded on the CD on a piece of paper, then check your answers on page 45.

Contrasting Sound Practice

To compare /ow/, from Unit Nine, with /ɔ/, repeat the following words.

EXAMPLES

/ow/	/ɔ/	/ow/	/ɔ/
loan	lawn	loafed	loft
boat	bought	bowl	ball
coat	caught	own	on
oaf	off	boast	bossed

Now say these sentences after the speaker.

EXAMPLES

Joe caught the mole in his lawn.
Paula lost her coat on the long walk.
The tall author is his own boss.
He bought the old boat, then walked home.

Recognition Practice

Listen to the next five words recorded on the CD, and circle the ones you hear. Check your answers below.

EXERCISE

1. loafed loft
2. coat caught
3. bowl ball
4. boast bossed
5. loan lawn

Dictation Practice

Now write the five words recorded next on the CD on a piece of paper. Check your answers below.

Spelling Challenge

Write the four sentences recorded on the tape during the pauses, then check them below.

Answers to Exercises

Recognition Practice, p. 43 lung, cut, gone, caught, golf
Dictation Practice, p. 44 song, but, gulf, cough, cuff
Recognition Practice, loafed, caught, bowl, boast, lawn
Dictation Practice, off, own, coat, bought, loaf
Spelling Challenge, The wolf plays golf. He laughed when he was caught with the faux diamond. Although the rough cough went through him, he was tough. She has gone and done it alone.



Unit Fourteen
The Sound /æ/

Introducing the Sound

To make this sound, keep your lips ⅝ inch (1.5 cm) apart and form a half-smile, with tense lips. (See Figure 14.)

The sound is short.

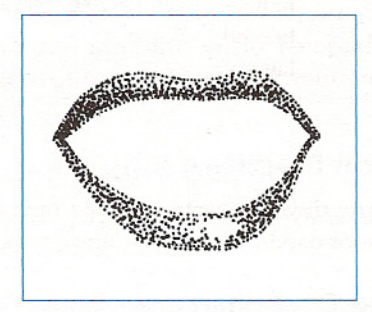


Figure 14.
The sound /æ/

Listen to the examples and repeat them after the speaker.

Examples		
back	plaid	meringue
cat		
tap		
bag		
pad		
cab		

Practice for Mastery

Listen to the following sentences featuring the sound /æ/, and repeat them after the speaker.

Examples

Pack the bags.
Have *a* snack, Jack.
Pat's cat is fat.
Her plaid jacket has black snaps.

Contrasting Sound Practice

To compare /**iy**/, from Unit Four, with /**æ**/, repeat the following words after the speaker.

Examples

/iy/	/æ/	/iy/	/æ/
feet, feat	fat	heed, he'd	had
seat	sat	he's	has
seed	sad	heat	hat
leap	lap	neat	gnat

Now repeat these sentences.

Examples

Please feed the cats.
He needs *a* black hat.
Matt has *a* shack near the sea.
She believes that Pete has had *a* nap.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Below, circle the ones you hear, then check the answers on page 49.

EXERCISE

1. feet fat
2. leap lap
3. he'd had
4. seed sad
5. heat hat

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your work on page 49.

Contrasting Sound Practice

Compare the /ɛ/ of Unit Eight with /æ/ by repeating each word after the speaker.

EXAMPLES

/ɛ/	/æ/	/ɛ/	/æ/
beg	bag	wreck	rack
head	had	set	sat
met	mat	said	sad
pet	pat	pled	plaid

Listen to the following sentences that feature /ɛ/ and /æ/, and repeat them after the speaker.

The pet cat sat on the bed.
Pat had a red rag on her head.
The men said it had a sad ending.
The next guest patted Fred on the back.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle them below, then check them further below.

EXERCISE

1. met mat
2. set sat
3. wreck rack
4. head had
5. said sad

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your words below.

Answers to Exercises

Recognition Practice, p. 47 fat, leap, he'd, sad, heat
Dictation Practice, p. 48 sad, has, he's, seed, feet or feat
Recognition Practice, mat, set, wreck, had, sad
Dictation Practice, head, pet, said, rack, beg


CD 1 TRACK 16

Unit Fifteen
The Sound /æow/

Introducing the Sound

This is a combination of vowel sounds. Begin with /æ/ by setting your lips ⅝ inch (1.5 cm) apart; then, glide into /**ow**/, forming a circle with your lips. (See Figure 15.)

The sound is long.

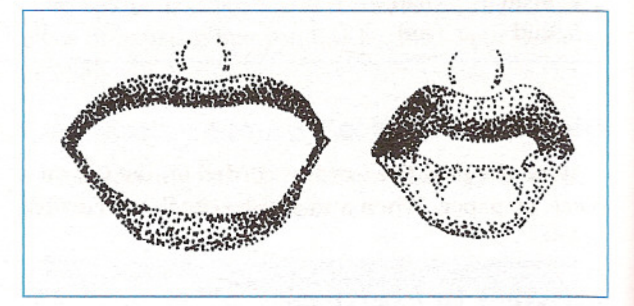


Figure 15.
The sound /æow/

Listen to the examples and repeat them after the speaker.

Examples		
h**ow**	h**ou**se	b**ough**
n**ow**	*a*l**ou**d	
br**ow**n		

To pronounce /**æow**/ before the consonant /**r**/, begin with /**æow**/, move your lips to the /ə/ position, then round them and push them outward into the /**r**/ position. This is a very long vowel sound.

Repeat the examples of the sound /**æowər**/.

Examples		
s**our**	s**au***e***r**kraut	p**ow***e***r**
fl**our**		
h**our**		

Practice for Mastery

Now, repeat the following sentences featuring the sound /**æow**/.

Examples

Our t**ow**nh**ou**se has *a* br**ow**n m**ou**se.
Are we all**ow**ed t*o* speak al**ou**d?
We f**ou**nd **our** g**ow**ns d**ow**nt**ow**n.
Sh**ow***e*r th*e* fl**ow***e*rs f*o*r *a*n h**our**.
H**ow**'s th*e* s**au***e*rkr**au**t?

Spelling Challenge

The next nine sentences, which contain words with tricky spelling, are recorded on the CD. Write them during the pauses, then check your work below.

Answers to Exercise

Spelling Challenge, Ouch! Don't touch me. You found out you could wound him. She wound the bandage around the wound. Slow down now. It's snowing. The rouge covered the gouge. It's my own gown. Of course the mouse couldn't eat the mousse, but my cousin could. He's the flower grower. On a tour of the mill, we bought four bags of flour.



CD 1 TRACK 17

Unit Sixteen
The Sound /a/

Introducing the Sound

To make this sound, drop your jaw until the lips are about ¾ inch (2 cm) apart, but relaxed. (See Figure 16.)

The sound is short but takes a little longer because your mouth is open so wide!

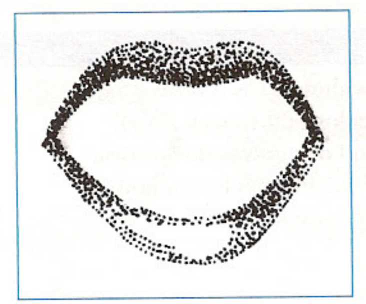


Figure 16.
The sound /a/

Listen to the examples and repeat them after the speaker.

Examples

father	cot	honor	knowledge
wand	doll	honest	
	lock		bureaucracy
	option	encore	
		ennui	

Practice for Mastery

Listen to the following sentences featuring the sound /**a**/, and repeat them after the speaker.



Examples

Roz is fond of dolls.
John got an honest job.
Bob stopped in the shop for a mop.
His knowledge of crops is obvious.

Contrasting Sound Practice

Compare /ʌ/, from Unit Seven, with /**a**/. Repeat these words after the speaker.

Examples

/ʌ/	/a/	/ʌ/	/a/
hut	hot	shut	shot
buddy	body	putt	pot
cup	cop	gut	got
rut	rot	nut	not, knot

Now say the following sentences.

Examples

Her brother got a hot supper.
Some shots are optional.
Buddy dropped the hot cup in the shop.
Stop fussing and come up.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle below the ones you hear, then check them on page 55.

EXERCISE

1. buddy	body
2. hut	hot
3. shut	shot
4. hut	hot
5. nut	not

Dictation Practice

Listen to the next five words on the CD and write them on a piece of paper during the pauses. Check them on page 55 when you finish.

The /**a**/ when followed by /**r**/, ends with the lips pushed outward; this changes the sound somewhat.

Listen to the examples and repeat them after the speaker, then listen for the confirmation.

EXAMPLES

arm	bazaar	guard	sergeant
ark			
far			heart
carve			

Practice for Mastery

Listen to the following sentences, which contain the /**a**/ sound followed by /**r**/, and repeat them after the speaker.

EXAMPLES

Are the stars far from Mars?
The hard part is to start the car.
Sergeant Barton was the guard.
He carved a large heart in the bark.

Spelling Challenge

During the pauses, write the next six sentences you hear on the CD. Check your work below.

Answers to Exercises

Recognition Practice, p. 53 body, hut, shut, hot, nut
Dictation Practice, p. 54 cop, shot, buddy, cup, knot or not
Spelling Challenge, We're here to honor the donor. Don't bother my brother or my father. They found a comb and a bomb in the tomb. Ron's son won the ribbon. Please polish the Polish medal. It's warm on the farm.



Unit Seventeen
The Sound /aiy/

Introducing the Sound

The /**aiy**/ sound is a double vowel. Begin sounding the /**a**/, with the lips about ¾ inch (2 cm) apart. Then move your lips to the /**iy**/ position, forming a big smile. (See Figure 17.)

This is a long sound.

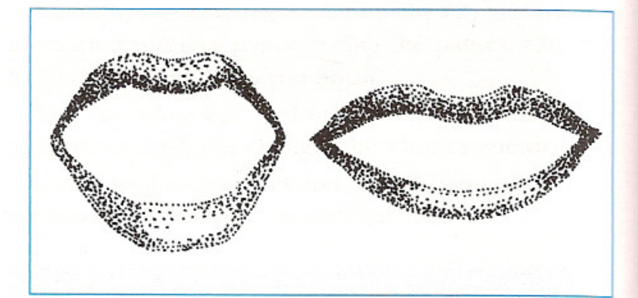


Figure 17.
The sound /aiy/

Listen to the examples, repeat them after the speaker, then listen for the confirmation.

Examples

I	pie	aisle	my	rye
I'd	dried		fly	
		height	guide	
ice	might		guy	indict
bike	choir	diaper	buy	

Practice for Mastery

Listen to the following sentences featuring the sound /**aiy**/, and repeat them after the speaker.

Examples

Ida buys nice surprises.
I'm twice your size, Liza!
Try my pie, Ira!
That guy might buy my cycle.

Spelling Challenge

During the pauses, write the next three sentences you hear on the CD, then check your work below.

Answers to Exercise

Spelling Challenge, Write down your height and weight. The police officers are nice and polite. I find that the wind bothers my brother.

Part Two

English Consonant Sounds



Consonant sounds are determined by

- the position of the tongue, lips, and teeth
- the way air is released
- the use of, or absence of, voice

Study Figure 18, then follow the directions for each sound.

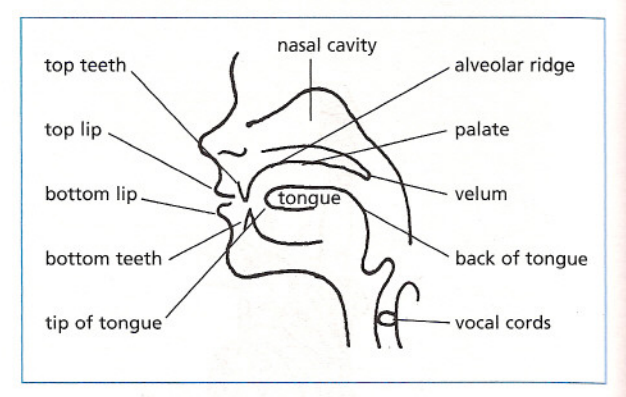


Figure 18.



UNIT EIGHTEEN
The Sounds /p/, /b/

Introducing the Sound /p/

To make the sound /**p**/, put your lips together firmly, stop the air completely, then pop the lips open. Do not make a vocal sound. (See Figure 19.)

At the beginning of words, release /**p**/ with a puff of air. To be sure the puff of air is strong enough, place a small piece of paper in front of your mouth when pronouncing the following words. The paper should move considerably.

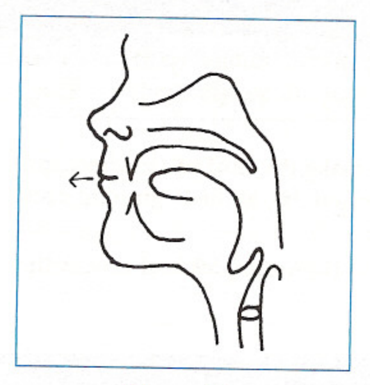


Figure 19.
The sound /p/

Listen to the following examples and repeat them after the speaker.

EXAMPLES		
pay	**p**it	**p**lay
pat	**p**ot	**p**raise
peck		

Make the same puff of air when a word ends in another consonant plus /**p**/.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

lamp	harp	grasp	scalp
limp	sharp	wasp	help

Do not make the puff of air when /p/ occurs in the middle of a word before a vowel sound.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

apple (pəl)	simple (pəl)	purple (pəl)
happy	people (pəl)	

Do not make the puff of air when /p/ directly follows the sound /s/ at the beginning or in the middle of a word.

Listen to the examples and repeat them after the speaker.

EXAMPLES

span	whisper
spend	hospital
spill	aspirin
spoil	expect

When /p/ is the last sound in a word and is followed by another word, do not pop your lips open. Bring the lips together firmly, making no vocal sound, then say the next word.

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Put the top down.
Keep trying.
I hope to stop them.
It's up there.
The map you gave me is helpful.

When /p/ is the last sound, make it either with or without the puff of air. There is no difference in meaning.

Listen to the following examples of sentences read both ways and repeat them after the speaker.

EXAMPLES

With the puff	Without the puff
Stop!	Stop!
Read the map.	Read the map.
Let's go on a trip.	Let's go on a trip.
I need some sleep.	I need some sleep.
Never give up.	Never give up.

Practice for Mastery

Listen to the following sentences featuring the sound /p/, and repeat them after the speaker.

EXAMPLES

Please prepare the pizza for the party.
Pat helped me pick up the papers.
Put the stamps on the package.
Mr. Bishop paid for the lamp in April.
Phillip didn't give me a map.
Penny has the hiccoughs.

About the Letter p

The letter p followed by the letter h is usually pronounced /**f**/.

The letter p is silent (not pronounced) in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

receipt	corps	cupboard
psychology	raspberry	sapphire
pneumonia		

Introducing the Sound /b/

To pronounce /**b**/, place your lips together firmly; stop the air completely, and make a voiced sound. (See Figure 20.)

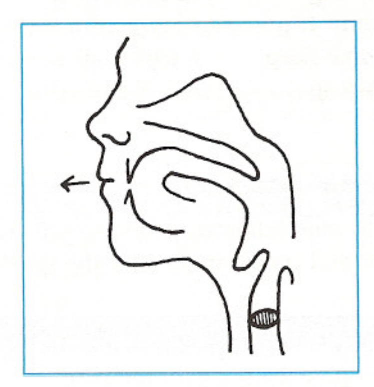


Figure 20.
The sound /b/

Listen to the following examples and repeat them after the speaker.

EXAMPLES

bag	ru**bb**er
bread	so**bb**ed
bul**b**	
o**b**serve	
ca**b**s	

Practice for Mastery

Listen to the following sentences featuring the sound /**b**/, and repeat them after the speaker.

EXAMPLES

Billy gra**bb**ed the so**bb**ing **b**a**b**y.
The **b**ushes and **b**ul**b**s are a**b**out to **b**loom.
Bo**b** was **b**leeding, and his **b**ones were **b**roken.
May**b**e Eliza**b**eth **b**rags a **b**it.

About the Letter b

The letter b is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

debt	comb	subtle
doubt	tomb	subpoena
lamb	womb	

Contrasting Sound Practice

Compare the sound /**p**/ with the sound /**b**/ by repeating the following words after the speaker.

EXAMPLES

/p/	/b/
pin	**b**in
pet	**b**et
pack	**b**ack
pole	**b**owl
push	**b**ush
pour, **p**ore	**b**ore, **b**oar
punch	**b**unch
prayed	**b**raid
re**p**el	re**b**el
ra**p**id	ra**b**id
ro**p**ed	ro**b**ed
ri**pp**ed	ri**bb**ed
pare, **p**air, **p**ear	**b**are, **b**ear

Recognition Practice

Listen to the next four sentences recorded on the CD. Circle the ones you hear, or repeat the sentences now and do the written exercise later. The correct answers are below.

EXERCISE

1. I can't pare it.	I can't bear it.
2. Paul needs a push in front of his house.	Paul needs a bush in front of his house.
3. We bought a big pole.	We bought a big bowl.
4. Patty has some new cups.	Patty has some new cubs.

Answers to Exercise

Recognition Practice, I can't bear it. Paul needs a push in front of his house. We bought a big pole. Patty has some new cubs.



UNIT NINETEEN
The Sounds /t/, /d/

Introducing the Sound /t/

Place the tip of the tongue against the alveolar ridge, stop the air completely, then release the air. (See Figure 21.) Do not make a vocal sound.

There are several variations of this consonant.



Figure 21.
The sound /t/

When a word begins with /**t**/, make the sound with a noisy puff of air.

To be sure the puff of air is noisy enough, hold a small piece of paper in front of your mouth when pronouncing the following words. It should move considerably.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

tame	**t**en	**t**ray	**th**yme
tap	**t**ip	**t**ree	
team		**t**win	
		twelve	

Make the same noisy puff when a word ends in another consonant sound plus /t/.

Listen to the examples and repeat them after the speaker.

Examples	
act	apt
lift	last
fault	borscht
can't	text

Usage Tips

- Make the same noisy puff for **-st** or **-est** at the end of an adjective to make the superlative form.

Listen to the examples and repeat them after the speaker.

Examples		
best	worst	most
biggest	smallest	least
happiest	silliest	

- The past tense marker, ed, is pronounced /**t**/, with the puff of air, when the verb ends in a voiceless consonant sound such as /**p**/, /**k**/, /**ch**/, /**f**/, /**sh**/, /**s**/, or /**ks**/. Be careful not to make a vowel sound before the /**t**/.

Listen to the examples and repeat them after the speaker.

Examples	
taped	washed
picked	passed
watched	faxed
laughed	

Do not make the puff of air when /**t**/ follows /**s**/ at the beginning of a syllable.

Examples	
stamp	mistake
step	faster
stove	history

- To pronounce /**t**/ just before the sound /**s**/ at the end of words, tap the tip of your tongue on the palate, then slide your tongue forward to make /**s**/.

Listen to the examples and repeat them after the speaker.

Examples	
bats	cats
rests	beasts
bites	coats

To produce the /**t**/ at the end of words that occur before words beginning with a consonant, tap your tongue on the alveolar ridge, stop the vocal sound, then go on to the next word.

Listen to the examples and repeat them after the speaker.

Examples
She ate three hot dogs.
The fat cat sat down on the mat.
I'll bet she got the hat with that money.
I met them at the market.

In certain words, the /**t**/ is unreleased as above, then followed by the unstressed vowel sound /**ə**/, then by the sound /**n**/.

Listen to the examples and repeat them after the speaker.

EXAMPLES

button	fountain	important
mitten	mountain	sentence
kitten		
bitten		

When the last word you say ends in the sound /**t**/, pronounce it either with or without the puff of air. There is no difference in meaning.

Listen to the following sentences read both ways, and repeat them after the speaker.

EXAMPLES

With the puff	Without the puff
He sat on his hat.	He sat on his hat.
She put on her coat.	She put on her coat.
They came to visit.	They came to visit.
He didn't eat.	He didn't eat.
I didn't say that.	I didn't say that.

Practice for Mastery

Listen to the following sentences featuring the sound /**t**/, and repeat them after the speaker.

EXAMPLES

Those **t**enan**t**s **t**ore up the apar**t**men**t**.
Leave the s**t**ew on the s**t**ove for **t**wo minu**t**es.
Jus**t** a minu**t**e, please.
I pu**t** the bu**tt**ons in my pocke**t**.
S**t**and up s**t**raigh**t**.
Jane**t** washed her skir**t** and **t**wo **t**-shir**t**s.
She wished she had polished her boo**t**s.
The las**t** **t**ime I wen**t** **t**o tha**t** s**t**ore, I go**t** los**t**.

About the Letter t

The letter t, when followed by the sound /**iuw**/ is usually pronounced /**ch**/. (See Unit Twenty-two, page 90.)

When the letter t occurs between vowels, it has one of the pronunciations of the sound /**d**/. (See Introducing the Sound /**d**/, which follows.)

The letter t is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

often	fasten	mortgage
listen	hasten	mustn't

See Unit Twenty-nine for the pronunciation of the letter t followed by h.

Introducing the Sound /d/



To make the sound /**d**/ place the tip of the tongue on the alveolar ridge and make a voiced sound. (See Figure 22.)

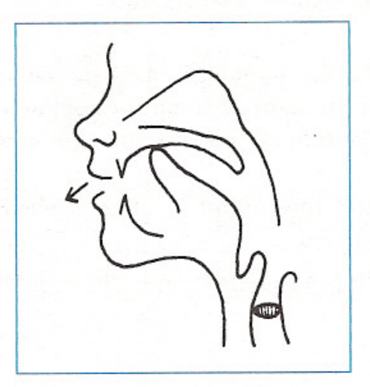


Figure 22.
The sound /d/

Hold the /**d**/ slightly at the beginning of a word, then release it with the next sound.

Listen to the examples and repeat them after the speaker.

EXAMPLES

day	**d**ress	**d**warf
dime	**d**rive	
does		
doll*a*r		
do		

At the end of words, before consonants, hold your tongue briefly on the alveolar ridge, then go on to the next word.

Listen to the examples and repeat them after the speaker.

EXAMPLES

Tell da**d** t*o* drive.
Th*e* be**d** b*e*longs t*o* me.
Th*e* li**d** fell off.
When d*oe*s th*e* ti**d**e come in?
Th*e* co**d**e numb*er* *i*s on th*e* back.

To make the sound of /**d**/ between vowels and after the consonant /**r**/, tap the tongue quickly on the palate without holding it, then go on to the next vowel.

Note that this sound is often spelled with the letters dd, t, and tt.

Listen to the examples and repeat them after the speaker.

EXAMPLES

la**d**y	mu**dd**y	gra**t***e*d
bo**d**y	a**dd***e***d**	sub**t***le* (əl)
fa**d***e*d	ci**t**y	
gra**d***e*d	la**t***er*	lit**t***le*
har**d***er*	shor**t***er*	fi**tt***e***d**
or**d***er*		
daddy		

Usage Tips

- To make the regular past tense, add /**d**/ to verbs that end in a vowel sound or one of the voiced consonants /**b**/, /**g**/, /**v**/, /**j**/, /**l**/, /**m**/, /**n**/, /**r**/, /**z**/, /**w**/, or /**y**/. Even though there is a letter e before the letter d, do not make a vowel sound before the /**d**/. The e is silent.

Listen to the examples and repeat them after the speaker.

EXAMPLES

playe**d**	rubbe**d**	hemme**d**
staye**d**	hugge**d**	canne**d**
crie**d**	love**d**	feare**d**
snowe**d**	judge**d**	buzze**d**
glue**d**	rolle**d**	

- Add the unstressed vowel /ə/ plus /**d**/ to verbs ending with the sound /**d**/ or /**t**/. The verb now has one more syllable.

Listen to the examples and repeat them after the speaker.

Examples

faded	wanted
ended	planted
landed	invited
folded	created
loaded	greeted

• A pronoun plus '/**d**/ forms a contraction for the modals had and would. Be careful to not use the unstressed vowel /ə/ here, which would add another syllable to the word.

Listen to the examples and repeat them after the speaker.

Examples

I'**d** been there before.	(I had been there before.)
They'**d** called us earlier.	(They had called us earlier.)
We'**d** better stay.	(We had better stay.)
You'**d** better not do that.	(You had better not do that.)
I'**d** help you if I could.	(I would help you if I could.)
He'**d** come if he wanted to.	(He would come if he wanted to.)
We'**d** like a drink.	(We would like a drink.)

Practice for Mastery

Listen to the following sentences featuring the sound /**d**/, and repeat them after the speaker.

Examples

Dan **d**rove us aroun**d** before **d**inner.
Does **D**onna have a **d**ollar?
Davi**d** **d**i**d**n't **d**o the **d**ishes.

He sai**d** it.
I got it.
She di**d** it.

That be**d** is ol**d**.
She ha**d** a ba**d** col**d**.
He ate a bit of butter.

Fre**d** is a forty-year-ol**d** veteran.
Patty sat on the little la**dd**er.
E**dd**y's thirty to**d**ay.
It's a beautiful city, but it's so dirty!

About the Letter d

The letter d followed by the sound /iuw/ is usually pronounced /j/. (See Unit Twenty-two, page 90.)

The letter d is silent in the following words. Listen, and repeat each word after the speaker.

Examples

Wednesday
grandfather
grandmother
grandchildren
handkerchief

Practice in Context

Listen to the following poem featuring the final past tense sounds /**t**/, /**d**/, and /ə**d**/, and repeat each line after the speaker.

The Surprise Party

/**t**/
They shopped, spent, cooked, ate,
Drank, gossiped, laughed, baked,
Stopped *a*nd talked,
Worked *a*nd walked.
/**d**/
They planned, saved, sewed, schemed,
Programmed, whispered, giggled, dreamed,
Enjoyed and played,
A party made.
/ə**d**/
They decorat*e*d *a*nd wait*e*d,
Then shout*e*d *a*nd celebrat*e*d.

Now listen to a tongue twister that features the sounds /**t**/ and /**d**/, and repeat each line after the speaker.

The Tutor

A tut*o*r who toot*e*d th*e* flute
Tried t*o* teach two young toot*e*rs t*o* toot,
Said th*e* two t*o* th*e* tut*o*r:
"Is it hard*e*r t*o* toot,
*o*r t*o* tut*o*r two toot*e*rs t*o* toot?"



Introducing the Sound /k/

To pronounce /**k**/, bring the back of the tongue to the velum, stop the air completely, then release it with a voiceless sound. (See Figure 23.)

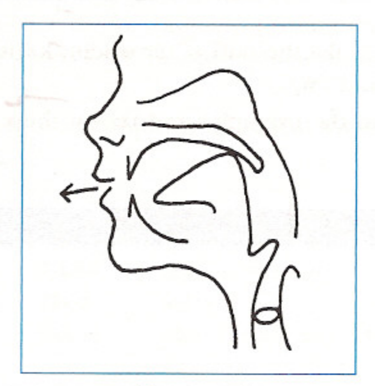


Figure 23.
The sound /k/

At the beginning of words, release /**k**/ with a puff of air. To make sure the puff of air is strong enough, hold a small piece of paper in front of your mouth as you say the following words. The paper should move considerably.

Listen to the following examples, and repeat them after the speaker.

EXAMPLES		
cat	**c**lean	**k**ettl*e* (əl)
cost	**c**razy	
		khaki

Make the same puff of air when a word ends in another consonant plus /**k**/.

Listen to the following examples, and repeat them after the speaker.

Examples

fran**k**	wor**k**	as**k**	tal**k**
in**k**	for**k**		wal**k**
		mos**qu**e	

Do not make the puff of air when /**k**/ is followed by the sound /**w**/.

Listen to the examples and repeat them after the speaker.

Examples

quick
queen
questi*o*n
quite

Do not make the puff when /**k**/ occurs in the middle of a word before a vowel sound.

Listen to the following examples, and repeat them after the speaker.

Examples

lan**k**y	sti**ck**y	un**c**l*e* (əl)	la**cqu***e*r
as**k**ing	ti**ck**l*e* (əl)	cho**c***o*l*a*te	
mon**k**ey	wi**ck***e*d		sa**cch***a*r*i*ne

When /**k**/ occurs just after the sound /**s**/, there is no puff of air.

Listen to the following examples, and repeat them after the speaker.

Examples

s**k**in	s**ch**ool
s**k**ate	s**ch**ed*u*le
bas**k***e*t	
s**c**rape	

When /**k**/ occurs just before another consonant, bring the back of the tongue to the velum, stop the air briefly, but do not release it; then make the next sound.

Listen to the examples, and repeat them after the speaker.

Examples

as**k**s	as**k**ed	a**c**t*io*n (ak shən)
li**k**es	li**k**ed	a**c**t*o*r
ba**k**es	ba**k**ed	pi**c**t*u*re (pik chər)
		an**x***iou*s (aŋk shəs)

Listen to the following sentences, and repeat them after the speaker.

Examples

Pi**ck** th*e* musi**c** up t*o*morrow.
Loo**k** *a*t th*e* bla**ck** bi**k**e ov*e*r there.
I'll ma**k**e *a* **c**a**k**e in th*e* morning.
Did Ri**ck** ra**k**e th*e* leaves?
Lu**k**e fell off his bi**k**e *a*nd s**c**raped his s**k**in.

When /**k**/ is the last sound in a word or sentence, pronounce it with or without the puff of air. There is no difference in meaning.

Listen to the following examples of sentences read both ways and repeat them after the speaker.

EXAMPLES

With the puff	Without the puff
Don't look!	Don't look!
That's a fake.	That's a fake.
I have a stomach ache.	I have a stomach ache.

Practice for Mastery

Listen to the following sentences featuring the sound /k/, and repeat them after the speaker.

EXAMPLES

Can you cut the cake for me?
Carolyn couldn't come to the concert.
His wicked uncle has no scruples.
Mike and Jack can work quickly.
He walks to the bank every day.
They talked and asked questions.

About the Letters k and c

The letter k is not pronounced in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

know	knowledge	knife
knew	knee	blackguard

The letter c is silent in the following word. Listen, and repeat after the speaker.

EXAMPLE

indict

Introducing the Sound /g/



To make the sound /g/, bring the back of the tongue to the velum, stop the air briefly, then release it with a voiced sound. (See Figure 24.)

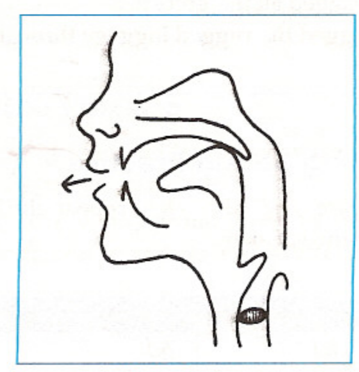


Figure 24.
The sound /g/

Listen and repeat the examples after the speaker.

EXAMPLES

game	egg	ghost
glad	eggs	
grade	bigger	
	rugged	

Practice for Mastery

Listen to the following sentences featuring the sound /g/, and repeat them after the speaker.

EXAMPLES

Go get your grandmother's glasses.
Peggy begged to go to the art gallery.
Gloria gives gracious get-togethers.
Please give me eight gallons of gas.
Maggie bagged all the groceries.
Gayle dragged the rugged luggage through the gate.

Contrasting Sound Practice

To compare /g/ with /k/, repeat the following words after the speaker.

EXAMPLES

/k/	/g/	/k/	/g/
cot	got	back	bag
cane	gain	pick	pig
came	game	hawk	hog
come	gum	bicker	bigger
clean	glean	sacked	sagged
curl	girl	tacked, tact	tagged
rack	rag		

Recognition Practice

The speaker will read four sentences. Circle the ones you hear, or repeat them during the pauses and do the written exercise later. The answers are on page 83.

EXERCISE

1. Gary got a clean rag.	Gary got a clean rack.
2. He is just like a hawk.	He is just like a hog.
3. We need the glue.	We need the clue.
4. Please put it in the back.	Please put it in the bag.

About the Letter g

The letter g after the letter n has the sound /ŋ/. See Unit Twenty-six, page 116.

The letter g is not pronounced in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

phlegm	caught, taught	weight, eight
diaphragm	bought, brought	might, light
sign	through	campaign
champagne	though	reign
lasagna	height	

Answers to Exercise

Recognition Practice, p. 82 Gary got a clean rag. He is just like a hawk. We need the glue. Please put it in the back.

CD 2 TRACK 7

Unit Twenty-One
The Sounds /f/, /v/

Introducing the Sound /f/

To make the sound /**f**/, place the top teeth firmly on the inside of the bottom lip; release the air continuously with no voice. (See Figure 25.)



Figure 25.
The sound /f/

Listen to the examples and repeat them after the speaker.

Examples

fall	ba**ff**l*e* (ə l)	**ph**one	lau**gh**
fish	pu**ff**ed	tro**ph**y	lau**gh**s
food	mu**ff**	Ral**ph**	lau**gh**ed
fresh		Ral**ph**'s	tou**gh**
flow*e*r	hal**f**		cou**gh**
a**f**t*e*r		sa**pph**ire	
	o**f**t*e*n		

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

Examples

Freddy **f**ound **f**resh **f**low*e*rs **f***o*r his **f**riend.
Francie li**f**t*e*d her **f**ing*e*r t*o* show o**ff** h*e*r sa**pph**ire.
Ral**ph**'s li**f**e *i*s tou**gh**, but he lau**gh**s.
Phil's li**f**e *i*s so**f**t, but he **f**rets.
He ate th*e* **f**ish *a*nd hal**f** *a* loa**f** *o***f** bread, then le**f**t.

Contrasting Sound Practice

Compare the sound /**p**/, from Unit Eighteen with /**f**/ by repeating the following words after the speaker.

Examples

/p/	/f/	/p/	/f/
pin	**f**in	**p**ile	**f**ile
peel	**f**eel	**p**our	**f**our
pine	**f**ine	**p**ray	**f**ray
paid	**f**ade	**p**ride	**f**ried
pail	**f**ail	**p**ieced	**f**east
pare, **p**air, **p**ear	**f**are, **f**air	pu**p**	pu**ff**
peer	**f**ear	si**pp**ed	si**f**t
pork	**f**ork	ri**pp**ed	ri**f**t

Recognition Practice

The speaker will read four sentences on the CD. Circle the ones you hear, or repeat them now and do the written exercise later. The answers are on page 89.

EXERCISE

1. Please peel this fruit.	Please feel this fruit.
2. It's a pine floor.	It's a fine floor.
3. She needs the pork to make the pie.	She needs the fork to make the pie.
4. How much is the pair?	How much is the fair?

Practice in Context

Now, after the speaker, repeat each line of the following poem featuring the /**p**/ and /**f**/ sounds.

One fresh fall day
Paul went t*o* th*e* fair
T*o* find s*o*me fun *a*nd food.
But while hopping *a* fence
He ripped his pants,
Which put him in *a* foul mood.
But he found *a* fine friend
And prayed she w*ou*ld mend
Th*e* rip before it c*ou*ld fray;
And although he w*a*s pieced
With *a* patch on th*e* seat
He went t*o* th*e* feast anyway.

Introducing the Sound /v/

To make the sound /**v**/, place the upper teeth against the inside of the lower lip, and release the air with a voiced sound. (See Figure 26.)

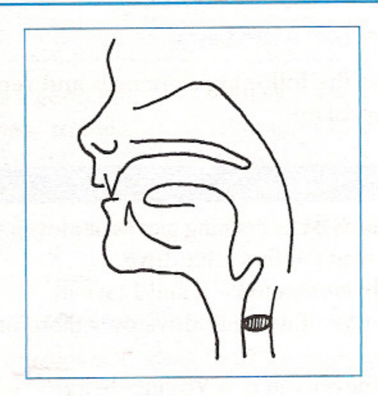


Figure 26.
The sound /v/

Listen to the following examples, repeat them after the speaker, then listen for the confirmation.

EXAMPLES

vine	save	saves
vote	five	believes
fav*o*r	b*e*lieve	saved
ev*e*r		loved
envy	of	

Usage Tip

- The contractions of I have, you have, we have, and they have are formed by adding an apostrophe ('ve) to the pronoun.

Listen to the examples and repeat them after the speaker.

EXAMPLES

I've been there.	(I have been there.)
You've seen it.	(You have seen it.)
We've won.	(We have won.)
They've gone.	(They have gone.)

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Evelyn arrived in evening gloves at eleven.
Val survived the five-hour drive.
She is obviously envious, and I love it.
It takes a lot of nerve to drive over there in the van.
They've never voted in Virginia before.

Contrasting Sound Practice

Compare the sound /b/, from Unit Eighteen with /v/. Listen to the following words, and repeat them after the speaker.

EXAMPLES

/b/	/v/	/b/	/v/
bet	vet	ballet	valet
base	vase	bent	vent
berry, bury	very	best	vest
buys	vise	marble	marvel
bail, bale	veil, vale	Serbs	serves

Recognition Practice

Four sentences are recorded on the CD. Circle the ones you hear, or repeat them during the pauses and do the written exercise later. The answers are on page 89.

When you have mastered these, try recording them on tape to compare your pronunciation with that of the speaker.

EXERCISE

1. She's a good bet.	She's a good vet.
2. We want to see the ballet.	We want to see the valet.
3. I only want the best.	I only want the vest.
4. Bev's bail was stiff.	Bev's veil was stiff.

Answers to Exercises

Recognition Practice, p. 85 Please feel this fruit. It's a pine floor. She needs the fork to make the pie. How much is the pair?
Recognition Practice, She's a good vet. We want to see the ballet. I only want the best. Bev's veil was stiff.

CD 2 TRACK 8

Unit Twenty-Two
The Sounds /ch/, /j/

Introducing the Sound /ch/

To make the sound /**ch**/, place the center of the tongue on the palate; stop the air completely, then release it abruptly with a voiceless sound. (See Figure 27.)

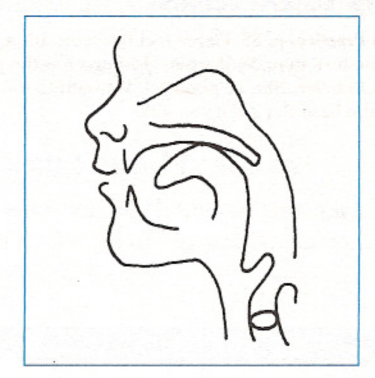


Figure 27.
The sound /ch/

Listen to the examples and repeat them after the speaker.

Examples		
chase	cat**ch**	quest*io*n
chance	cat**ch**ing	
rea**ch**ing	cat**ch***e*s	
lun**ch**	wat**ch**ed	
lun**ch***e*s		
rea**ch**ed		

When a word or syllable beginning with the sound /**iuw**/ follows the sound /**t**/, a /**ch**/ sound is formed.

Listen to the examples and repeat them after the speaker.

Examples		
si**tu**at*io*n	le**t** you	can'**t** you
ri**tu***a*l	don'**t** you	didn'**t** you
fac**tu***a*l	won'**t** you	wouldn'**t** you
c*o*ngra**tu**lat*io*ns		

Practice for Mastery

Listen to the following sentences featuring the sound /**ch**/, and repeat them after the speaker.

Examples

Th*e* tea**ch***e*r **ch**ose **Ch**inese **Ch**eck*e*rs for th*e* **ch**ildr*e*n.
Charles *a*nd **Ch**uck lun**ch**ed on **ch**eese *a*nd **ch**ips.
Couldn'**t** you eat **y***ou*r lun**ch**, and then wat**ch** th*e* mat**ch?**
Didn'**t** you wat**ch** th*e* spee**ch** on **ch**ann*e*l 7?
I can't le**t** you *e*x**ch**ange th*e* wat**ch.**

About the Letter Combination ch

The letter combination ch is silent in the following word. Listen and repeat.

Example

yacht

Introducing the Sound /j/

To make the sound /**j**/, place the center of the tongue against the palate, stop the air completely, then release it abruptly with a voiced sound. (See Figure 28.)



Figure 28.
The sound /j/

EXAMPLES			
jam	germ	bridge	soldier
just	gym	judged	
ajar	agency	edges	
major	region		
	huge		

The sound /**d**/ followed by /**iuw**/ is pronounced /**j**/.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
education	did you	had you
graduate	would you	
individual	could you	

Practice for Mastery

Listen to the following sentences featuring the sound /**j**/ and then repeat them after the speaker.

EXAMPLES

I wanted you to come to my graduation.
Jim's a junior, majoring in education.
Would you please register at the gym?
Jill, in her jeans, jumped into her jeep.
Janice, did you see the soldier?

CD 2 TRACK 9

Unit Twenty-Three
The Sounds /sh/, /zh/

Introducing the Sound /sh/

To make the sound /**sh**/, touch the palate with the sides of the tongue and release the air slowly through the passageway formed down the center of the tongue. Do not stop the air flow. Do not make a sound with your voice. (See Figure 29.)



Figure 29.
The sound /sh/

Listen to the following examples and repeat them after the speaker.

Examples

sug*a*r	**sh**ame	men**t***io*n	so**ci***a*l
sure	**sh**oe		spe**ci***a*l
	fa**sh***io*n	**ch**ef	
a**ss**ure	wi**sh***e*s	**ch**auffeur	o**ce***a*n
i**ss**ue	wi**sh**ed	m*a***ch**ine	
an**x***iou*s	ten**s***io*n		

Practice for Mastery

Listen to the following sentences featuring the sound /**sh**/, and repeat them after the speaker.

Examples

Don't men**t***io*n her an**x***iou*s expre**ss***io*n.
Sean a**ss**ured me he'd **sh**ine his **sh**oes.
Share th*e* **s**ug*a*r with **Ch**arl*o*tte.
She wi**sh**ed **sh**e h*a*d gone **sh**opping.

Practice in Context

Now say this poem, one line at a time, after the speaker.

Shar*o*n *a*nd Charl*o*tte shopped f*o*r sh*a*llots.
Th*e* sh*a*llots w*e*re shipped fr*o*m chateaux.
Shar*o*n shared the sh*a*llots
That were shipped in the box.
Should she share th*e* champagne, too? No!

Contrasting Sound Practice

To compare /**ch**/ from Unit Twenty-two with /**sh**/, repeat the following words after the speaker.

Examples

/ch/	/sh/	/ch/	/sh/
chin	**sh**in	**ch**eek	**ch**ic
cheese	**sh**e's	whi**ch**, wit**ch**	wi**sh**
choose	**sh**oes	wa**tch**	wa**sh**
cheap	**sh**eep	wa**tch***e*s	wa**sh***e*s
chair	**sh**are	ma**tch**ing	ma**sh**ing
chop	**sh**op	ma**tch**ed	ma**sh**ed
chip	**sh**ip	cru**tch**	cru**sh**

Recognition Practice

Four sentences are recorded on the CD. Below, circle the ones you hear, then check your work on page 97.

EXERCISE

1. Charles hurt his chin.	Charles hurt his shin.
2. This is your chair.	This is your share.
3. His witches are evil.	His wishes are evil.
4. Will you watch the baby?	Will you wash the baby?

Introducing the Sound /zh/

To make the sound /**zh**/, touch your palate with the sides of your tongue, and release the air slowly through the passageway formed down the center of the tongue. Do not stop the air. Make a sound with your voice. (See Figure 30.)

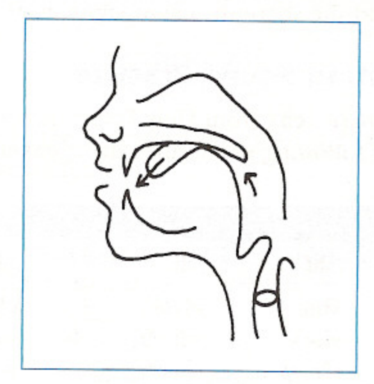


Figure 30.
The sound /zh/

Listen to the following examples and repeat them after the speaker.

EXAMPLES

azure	measure	Asia	garage
	usual	vision	beige
		Persian	prestige
			regime
		equation	garages

This sound does not occur at the beginning of words.

Practice for Mastery

Listen to the following sentences featuring the sound /**zh**/, then repeat them after the speaker.

EXAMPLES

They usually watch television for pleasure.
She occasionally wears her beige blouse.
Take the usual measurements.
They found the treasure in Asia.

Answers to Exercise

Recognition Practice, p. 96 Charles hurt his shin. This is your chair. His wishes are evil. Will you watch the baby?

CD 2 TRACK 10

Unit Twenty-Four
The Sounds /s/, /z/

Introducing the Sound /s/

To make the sound /s/, place the center of your tongue against the palate and release the air slowly, but do not stop the air, and do not make a sound with your voice. (See Figure 31.)



Figure 31.
The sound /s/

Listen to the following examples and repeat the words after the speaker.

Examples

say	scene	cell
some		recent
square	kiss	acid
small	missed	face
eraser	bosses	
fast		waltz
leased	psychology	waltzed

The letter x is often pronounced as /k/ + /s/.

Examples

ax	expect	fix	fox	tuxedo
relaxed	extra			
saxophone	exercise			

Be careful not to add a vowel sound before the /s/ at the beginning of a word. To avoid this, try pronouncing the /s/ at the end of the previous word.

Listen to the examples and repeat them after the speaker.

Examples

I s/peak S/panish. ("Ice peaks panish.")
Steve s/pends his pennies on s/tamps.
Scott s/kates at a s/pecial s/kating rink.
Stacy s/tays in the S/tates with her s/tepsister.

Usage Tips

- The final -s of plurals and third person (he, she, it) present tense verb forms is pronounced /s/ when it follows the voiceless consonant sounds /p/, /t/, /k/, /f/, and /θ/.
- The **'s** indicating possession or a contraction of is or us is also pronounced /s/ when it follows the voiceless consonants.

Listen to the following examples, repeat the words after the speaker, then listen for the confirmation.

EXAMPLES

Noun plurals	3rd-person singular verbs	Possessives and certain contractions
maps	tapes	Pat's
		Jack's
hats	hits	Ruth's
socks	cooks	
beliefs	looks	Miss Crist's
graphs	laughs	
baths		let's (let us)
wasps	grasps	it's (it is)
tests	tastes	that's (that is)
tasks	asks	what's (what is)

Practice for Mastery

Listen to the following sentences featuring the sound /s/, and repeat them after the speaker.

EXAMPLES

Let's sew some snowsuits, said Sally.
The sly fox sits in the forest and waits.
Let's ask the guests for a list of requests.
Miss Smith cooks the best feasts.
Send Sue to the store on Saturday.
Small Stephen still smiles sweetly.
Stephanie slowly spins her sled in the snow.
The Spanish speak Spanish in Spain.
It's the worst snowstorm I've seen.

About the Letter s

The letter s is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

corps	chassis	chamois
aisle	debris	lisle

Contrasting Sound Practice

To compare the sound /sh/, from Unit Twenty-three, with /s/, repeat the following words.

EXAMPLES

/sh/	/s/	/sh/	/s/
shoot, chute	suit	she'll	seal
shed	said	shock	sock
shower	sour	ship	sip
shoe	sue	shine	sign
show	sew, sow, so	shelf	self
shame	same	shave	save
sheet	seat	leash	lease
she'd	seed	mesh	mess

Recognition Practice

Four sentences that feature these two sounds are recorded on the CD. Below, circle the ones you hear, then check your answers on page 108.

EXERCISE

1. It was a big shock.	It was a big sock.
2. Can you ship it?	Can you sip it?
3. Can you shave my face?	Can you save my face?
4. They got good sheets.	They got good seats.

Introducing the Sound /z/



To make the /z/ sound, place the center of the tongue against the palate; release the air slowly, without stopping. Make a sound with your voice.

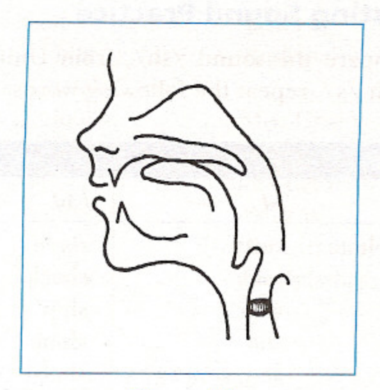


Figure 32.
The sound /z/

Listen to the following examples and repeat the words after the speaker.

EXAMPLES		
zero	xerox	easy
lazy	xylophone	cousin
freeze	anxiety	cheese

- The letter x is sometimes pronounced as /g/ + /z/.

EXAMPLES		
examine	exaggerate	exert
exact	exist	

Contrasting Sound Practice

Compare the sound /s/ with the sound /z/ by repeating the following words after the speaker.

EXAMPLES

/s/	/z/	/s/	/z/
sip	zip	place	plays
Sue	zoo	cease	sees
loose	lose	raced	raised
rice	rise		

Usage Tip

- The sounds /s/ and /z/ can indicate the difference between a noun and a verb. Repeat the following examples after the speaker.

EXAMPLES

Nouns—/s/	Verbs—/z/
the abuse	to abuse
the advice	to advise
the excuse	to excuse
the grease	to grease
the house	to house
the use	to use

Practice for Mastery

Now repeat these sentences after the speaker.

EXAMPLES

We can house five of your guests at our beach house.
There is no use for that gadget. I can't use it.
Victims of abuse sometimes learn to abuse others.
When I asked him for advice, he advised me to keep quiet.
We excused him that time, but there was no excuse for his behavior.

Usage Tips

- Noun plurals, third person present tense verb forms, possessives, and contractions after vowels and the voiced consonants /**b**/, /**d**/, /**g**/, /**v**/, /**m**/, /**n**/, /**ng**/, /**l**/, /**r**/, and /**d**/ are spelled -s or -es, and pronounced /**z**/. Be very careful *not* to pronounce the vowel e between the voiced consonant and s.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

Noun plurals	3rd-person singular verbs
potatoes	cries
labs	sees
heads	does
dogs	rides
leaves	leaves
rooms	breathes
cans	comes
things	runs
prisms	

Possessives	Contractions with is
Bob's	he's
Peg's	she's
Martha's	
his	
hers	
yours	
ours	
theirs	

Listen to the following sentences featuring the sound /**z**/, and repeat them after the speaker.

EXAMPLES

She's my friend's cousin.
He reads newspapers and magazines on Thursdays.
He loves his new toys.
Susan's cousin leaves on Wednesday.

- After the sounds /**s**/, /**sh**/, /**z**/, /**zh**/, /**ch**/ and /**j**/, add the unstressed vowel /ə/ before the grammatical -s. The combined sound /ə**z**/ adds one syllable to the word.

Listen to the following examples, repeat them after the speaker, then listen for the confirmation.

EXAMPLES

Noun plurals	3rd-person singular verbs	Possessives
glasses	kisses	Bruce's
wishes	brushes	Trish's
bruises	praises	Rose's
garages	massages	Solange's
churches	matches	Mrs. Gooch's
pages	stages	Page's

Practice for Mastery

Listen to the following sentences featuring the sound /əz/ and repeat them after the speaker.

EXAMPLES

He washes his cars in Charles's garages.
She teaches Bruce's niece's friend.
Rose's daughter wishes she had new glasses.
Mrs. Jones faxes pages of messages to our offices.
All of Mrs. Watkins's watches are Rolexes.

Practice in Context

Listen to the following poems which feature the sounds /s/, /z/, and /əz/, and repeat them line by line during the pauses.

The Supermarket (Plural Nouns)

What's in the store?
/s/
Carrots, beets,
Grapes, meats,
Drinks, cakes,
Soups, sweets,
Leeks, soaps,
Lots of treats.
/z/
Onions, potatoes,
Cans of tomatoes,
Breads, medicines,
Vegetables, like peas,
Non-food items,
All kinds of cheese.

/əz/
Lettuces, radishes,
Packages, juices,
Peaches, matches,
Good things for all uses,
Spices, low prices,
Some surprises,
No abuses.

The Doll (Third-person Singular Verbs)

What does she do?
/s/
She laughs, talks,
Wets, walks,
Sleeps, drinks,
Eats, blinks,
And asks for nothing.
/z/
She soothes, cries,
Lies in the crib,
Smiles, sings,
Comfort brings.
/əz/
She dances, entrances,
Amuses, amazes,
And causes no trouble.

The Lost and Found (Possessives and Contractions)

/s/
Whose coat is this?
It's Jack's or Rick's.
And that one?
That's either Pat's or Mick's.
This hat's pretty,
Is it Miss Smith's?
It looks like the kind
She always picks.
/z/
These shoes are big
They might be John's.
But they could be
His brother Tom's.
Who knows whose things
Are in these rooms?
Those sweaters are probably
Old Ms. Blume's.
/əz/
Galoshes, britches,
sashes, watches,
Are they Rose's,
Or Mrs. Dodge's?
They could be Charles's
Or Mrs. Welsh's,
But they're more likely
Someone else's.

Answers to Exercise

Recognition Practice, p. 101 It was a big shock. Can you sip it? Can you save my face? They got good seats.



Unit Twenty-Five
The Sounds /l/, /r/

Introducing the Sound /l/

To pronounce /l/, curl your tongue up; put the under side of the tongue firmly on the back of your top teeth and make a sound with your voice. (See Figure 33.)



Figure 33.
The sound /l/

Listen to the examples and repeat them after the speaker.

Examples				
lake	daily	clean	male	yellow
love	solve	glass	animal	filled
	shelf	place	alcohol	will
	film			

Usage Tip

- The subject pronouns plus -'ll form contractions with the final /l/ sound of will, indicating some instances of future time.

Listen to the examples and repeat them after the speaker.

EXAMPLES

I'll	she'll	we'll
you'll	it'll (it-əl)	they'll
he'll		

Practice for Mastery

Listen to the following sentences featuring the sound /l/, and repeat them after the speaker.

EXAMPLES

Lola likes to laugh a lot.
That fellow, Luke, loves the bowling alley.
She'll like the lovely landscape.
We'll help you fill the glasses.

About the Letter l

The letter l is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

half	could	Lincoln
halves	should	
salve	would	

Introducing the Sound /r/

To make the sound /r/, keep the tongue back; do not let your tongue touch inside your mouth; round your lips and push them forward. Make a voiced sound. (See Figures 34A and 34B.)

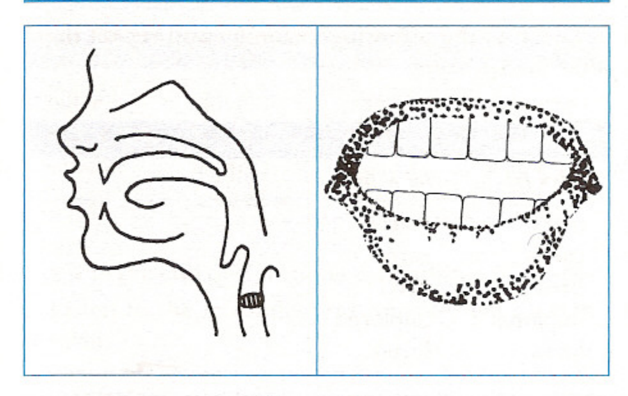


Figure 34.
The sound /r/

Listen to the examples and repeat them after the speaker.

EXAMPLES

race	cry	around
ride	draw	carol
	from	
write	green	
	price	
	try	
	through	

mirror	pair	fears
colonel	more	fires
bird	martyr	
orphan		cared
surprise		fired

Usage Tips

- The grammar markers -s and -ed are voiced after /r/.

Listen to the following examples and repeat them after the speaker.

Examples

/r/ + /z/	/r/ + /d/
fears	feared
cares	cared
fires	fired
implores	implored
lures	lured

- /r/ plus e is a prefix that indicates "to do again."

Listen to the examples and repeat them after the speaker.

Examples

re-do	re-decorate
re-peat	re-write

- e or o (both pronounced /ə/) plus /r/ is a noun marker meaning "a person who does something."

Listen to the examples and repeat them after the speaker.

Examples

teacher	sinner	actor	executor
preacher	reader	doctor	
lawyer	speeder	tutor	

- e plus /r/ at the end of an adjective indicates its comparative form.

Listen to the examples and repeat them after the speaker.

Examples

taller	older	shorter	younger
richer	faster	poorer	slower
sweeter	happier	dearer	sillier
nicer	friendlier	newer	cozier

- -r at the end of a pronoun can indicate possession.

Listen to the examples and repeat them after the speaker.

Examples

your	her
our	their

- 're indicates a contraction of the verb are.

Listen to the examples and repeat them after the speaker.

Examples

you're	they're
we're	there're

Practice for Mastery

Listen to the following sentences featuring the sound /r/ and repeat them after the speaker.

Examples

Rita read three very short stories.
Roger, the writer, brought thirty red roses.
Remember to write to your friends.
Robert ran to the store for his mother.
There're prettier flowers at the florist's.
We're here to remember our father.

Contrasting Sound Practice

To compare the sound /l/ with the sound /r/, repeat the following words after the speaker.

Examples

/l/	/r/
led, lead	red, read
lift	rift
liver	river
laughed	raft
light	right, write
low	row
alive	arrive
believe	bereave
belly	berry
plays	prays, praise
climb	crime
clam	cram
flight	fright
label	labor
pale, pail	pare, pair, pear

Recognition Practice

Ten words featuring /l/ and /r/ sounds are recorded next on the CD. Below, circle the words you hear, then check your answers on page 115.

Exercise

1. alive	arrive	6. flight	fright
2. led	red	7. plays	prays
3. climb	crime	8. pail	pair
4. laughed	raft	9. liver	river
5. light	right	10. belly	berry

Recognition Practice

You will hear five sentences on the CD. Circle the ones you hear, then check your answers below.

Exercise

1. Laura prays all day.	Laura plays all day.
2. Please get me a pear.	Please get me a pail.
3. Is it right yet?	Is it light yet?
4. Can you read them?	Can you lead them?
5. The teacher corrected the tests.	The teacher collected the tests.

Practice in Context

Now repeat this poem, one line at a time, to practice /l/ and /r/.

What'll you have?
I'll have lemon pie, with lots of meringue on the top.
You'll get fat; you'll get sick; you'll be sorry tomorrow.
Never mind. I'll have diet pop.

Answers to Exercises

Recognition Practice, p. 114 arrive; red; climb; laughed; right; flight; plays; pair, pare, or pear; river; belly

Recognition Practice, Laura plays all day. Please get me a pear. Is it right yet? Can you lead them? The teacher collected the tests.



Unit Twenty-Six
The Sounds /m/, /n/, /ŋ/

Introducing the Sound /m/

To produce the sound /**m**/, press your lips together and make a voiced, humming sound; release the air through your nose. (See Figure 35.)



Figure 35.
The sound /m/

Listen to the following examples and repeat them after the speaker.

Examples

maybe	t*o***m**orrow	na**m**e	ga**m**es	co**mb**
moth*e*r	fa**m***ou*s	the**m**	ta**m**ed	cli**mb**
		hi**m**	ca**m**p	
		fro**m**		

Usage Tip

- I'**m** = I am. The sound /**m**/ is the contracted verb in the sentence.

Practice for Mastery

Listen to the following sentences featuring the sound /**m**/, and repeat them after the speaker.

Examples

My na**m**e is E**m***i*ly.
Maybe **m**y **m**oth*e*r will **m**ake so**m**ething.
I'**m** co**m**ing ho**m**e with the**m** t*o***m**orrow.
My roo**mm**ate's fr*o***m** **M**aine.
I'**m** fr*o***m** Al*a*ba**m***a*.

Introducing the Sound /n/

To pronounce /**n**/, place your tongue against your palate and hold it there; make a voiced sound and release the air through your nose. (See Figure 36.)



Figure 36.
The sound /n/

Listen to the examples and repeat them after the speaker.

EXAMPLES

name	any	and	sane	plains
never	money	angel	then	trained
		interest	envy	
know	funny	thin		

Usage Tips

- **-n** is added to the indefinite article a before words that begin with vowels.

The sound /**n**/ makes the difference between the articles a and an. The article a is used before words that begin with a consonant sound, while an is used before those that begin with a vowel sound. Listen to the following examples.

EXAMPLES

Words that begin with a consonant sound	Words that begin with a vowel sound
a hat	*a*n apple
a lock	*a*n orange
a man	*a*n extra copy
a nice man	*a*n inch
a rose	*a*n elevator
a sentence	*a*n umbrella
a xerox copy	*a*n apartment

Most words that begin with the letter h are pronounced with the consonant sound /**h**/, and are preceded by a. Listen to the following examples.

EXAMPLES

a happy child
a hysterical child
a history lesson
a historic house
a historical novel

However, the letter h is silent in a few words that begin with a vowel sound. An is used before these words. Listen to the following examples.

EXAMPLES

*a*n honor
*a*n honest answer
*a*n honorable discharge

The names for the following consonant letters actually begin with vowel sounds.

H (eiych)	L (ɛll)	M (ɛm)	N (ɛn)
R (ar)	S (ɛss)	X (ɛks)	

Use the article an when using these letters by name. Listen to the examples, and repeat them after the speaker.

EXAMPLES

*a*n HOV lane	*a*n NBC program	*a*n x-ray
*a*n LSAT test	*a*n R.S.V.P.	
*a*n MBA degree	*a*n S.O.S.	

- **-n't** is added to the verb to be and to auxiliary verbs to make contractions of those verbs and not.

When the **n't** follows the sounds /**d**/ /**t**/ /**v**/ /**s**/ /**z**/, the vowel sound /**ə**/ and the /**n**/ are pronounced together, adding a syllable to the word. Listen to the examples, and repeat them after the speaker.

Examples

One syllable	Two syllables
aren't (arnt)	wouldn't (wud-ənt)
weren't (wernt)	shouldn't (shud-ənt)
don't (dont)	couldn't (cud-ənt)
can't (cant)	didn't (did-ənt)
	hadn't (had-ənt)
	mightn't (maiyt-ənt)
	haven't (have-ənt)
	isn't (is-ənt)
	hasn't (has-ənt)
	wasn't (was-ənt)
	mustn't (mus-ənt)

- **-en** is the past participle marker for many verbs.

Listen to the examples and repeat them after the speaker.

Examples

taken	given	frozen
eaten	gotten	proven
driven		

Practice for Mastery

Listen to the following sentences featuring the sound /**n**/, and repeat them after the speaker.

Examples

The sun shines.
The thin man is an African dancer.
Mine is fine.
Tony has taken the train.
Nancy has many new friends.
They haven't eaten the tuna.

About the Letter n

The letter n is silent in the following words. Listen, and repeat each word after the speaker.

Examples

autumn column hymn

Contrasting Sound Practice

To compare /**m**/ with /**n**/, repeat the following words after the speaker.

Examples

/m/	/n/	/m/	/n/
might	night	hem	hen
mere	near	lame	lane
dime	dine	simmer	sinner

Recognition Practice

Four sentences featuring the sounds /**m**/ and /**n**/ are recorded next on the CD. Circle the ones you hear, then check your answers on page 126.

Exercise

1. I'm doing the same thing.	I'm doing the sane thing
2. We would love a little sum.	We would love a little son.
3. She brought a hem for me to fix.	She brought a hen for me to fix.
4. The dimmer's on the table.	The dinner's on the table.

Introducing the Sound /ŋ/



To make the sound /ŋ/, bring the back of your tongue up against the velum, close the air off completely, and release it through the nose. (See Figure 37.)

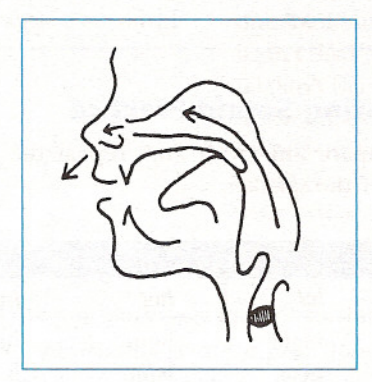


Figure 37.
The sound /ŋ/

Listen to the examples and repeat them after the speaker.

Examples

long	hanger	tongue
strong	singer	
singing	belonged	
going	belongings	

A double consonant sound is formed when /**ng**/ is followed by the sounds /**g**/ or /**k**/.

Listen to the examples and repeat them after the speaker.

Examples

finger	stronger	thanking	sinking
longer	tangle	thinking	drinking

There are three consonant sounds together in the following words. Listen, and repeat them after the speaker.

Examples

thanked	anxious
(ŋ + k + t)	(ŋ + k + sh)

Usage Tip

- **-ing** is added to the verb to form the present participle.

Listen to the examples and repeat them after the speaker.

Examples

I'm going.
She's looking.
They were shopping.
We have been looking.
The book is interesting.
The movie was fascinating.

Practice for Mastery

Listen to the following sentences featuring the sound /ŋ/ and repeat them after the speaker.

Examples

The singer sang too many long songs.
Your fingers are longer and stronger than mine.
The rings belong on the singer's finger.

Contrasting Sound Practice

Now compare the sound /m/ with the sound /ŋ/ by repeating the following words.

EXAMPLES

/m/	/ŋ/	/m/	/ŋ/
rim	ring	swimmer	swinger
rum	rung	simmer	singer
sum, some	sung	Sam	sang
swim	swing		

Dictation Practice

Listen to the four sentences recorded on the CD and write the ones you hear. Check your answers are on page 126.

EXERCISE

1. He gave me a rim last week. — He gave me a ring last week.
2. She's dating a swimmer. — She's dating a swinger.
3. She said she could swim it. — She said she could swing it.
4. Mama has some good songs. — Mama has sung good songs

Contrasting Sound Practice

Compare /n/ and /ŋ/ by repeating the following words after the speaker.

EXAMPLES

/n/	/ŋ/	/n/	/ŋ/
lawn	long	stun	stung
run	rung	thin	thing
fan	fang	sin	sing

Recognition Practice

Below, circle the four sentences you hear on the CD, then check your work on page 126.

EXERCISE

1. It was a lawn party. — It was a long party.
2. It hurts him to sin. — It hurts him to sing.
3. I think she has fans. — I think she has fangs.
4. He has run four times. — He has rung four times.

Contrasting Sound Practice

Compare /m/, /n/, and /ŋ/ by repeating the following words after the speaker.

EXAMPLES

/m/	/n/	/ŋ/
rum	run	rung
Sam	San	sang
simmer	sinner	singer
some	son, sun	sung
whim	win	wing

Practice in Context

Listen to the following dialogue featuring the sounds /m/, /n/, and /ŋ/, and repeat each line after the speakers.

—Sam, how *i*s your son?
—He's fine, thanks! You know, he's nineteen now.
—What's he doing?
—He's going t*o* th*e* University *o*f New Mexico and he's planning t*o* be *a*n eng*i*neer.
—When *i*s he coming home?
—He's coming soon, on th*e* ninth *o*f June.

Answers to Exercises

Recognition Practice, p. 121 I'm doing the sane thing. We would love a little sum. She brought a hem for me to fix. The dimmer's on the table.
Dictation Practice, p. 124 He gave me a rim last week. She's dating a swimmer. She said she could swing it. Mama has sung good songs.
Recognition Practice, p. 125 It was a lawn party. It hurts him to sing. I think she has fans. He has rung four times.



UNIT TWENTY-SEVEN
THE SOUNDS /θ/, /ð/

Introducing the Sound /θ/

To make the sound /θ/, hold the tip of your tongue between your top and bottom teeth; force the air out with a voiceless sound. (See Figure 38.)

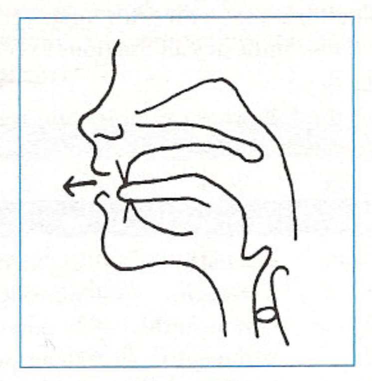


Figure 38.
The sound /θ/

Listen to the following examples and repeat them after the speaker.

EXAMPLES			
thank	tru**th**f*u*l	heal**th**	bir**ths**
thing	weal**th**y	tee**th**	dea**ths**
thirsty	no**th**ing	mon**th**	
	some**th**ing		

Usage Tips

- -th, pronounced /θ/, can indicate the noun form of an adjective.

Listen to the next examples and repeat them after the speaker.

Examples

width	(wide)	strength	(strong)
depth	(deep)	breadth	(broad)
length	(long)		

- -th , pronounced /θ/, indicates all the ordinal numbers except for first, second, and third, and combinations that end with first, second, and third. It also indicates all fractions except for half and third.

Listen to the following examples and repeat them after the speaker.

Examples

fourth	fifteenth	eightieth
fifth	sixteenth	ninetieth
sixth	seventeenth	hundredth
seventh	eighteenth	thousandth
eighth	nineteenth	millionth
ninth	twentieth	
tenth	thirtieth	one-fourth
eleventh	fortieth	three-fifths
twelfth	fiftieth	seven-eighths
thirteenth	sixtieth	
fourteenth	seventieth	

Practice for Mastery

Listen to the following sentences featuring the sound /θ/ and repeat them after the speaker.

Examples

We both need something for our throats.
He thought thirty thousand dollars was nothing.
She took an oath to tell the truth.

Thanksgiving is on the fourth Thursday of the month of November.
Mathematics is one of her strengths.
He may be wealthy, but he's ruthless and uncouth.

Contrasting Sound Practice

Compare the sound /s/, from Unit Twenty-four, with the sound /θ/ by repeating the following words after the speaker.

Examples

/s/	/θ/	/s/	/θ/
sin	thin	miss	myth
sing	thing	mass	math
sink	think	pass	path
sought	thought	mouse	mouth
sank	thank	force	forth, fourth
sum	thumb	truce	truth
seem, seam	theme		

Recognition Practice

Four sentences featuring the sounds /s/ and /θ/ are recorded next on the CD. Below, circle the ones you hear, then check your answers on page 132.

Exercise

1. The truce is important.	The truth is important.
2. I sought it out.	I thought it out.
3. He can't find the pass.	He can't find the path.
4. Show the teacher your seam.	Show the teacher your theme.

Introducing the Sound /ð/

To pronounce /ð/, hold the tip of your tongue between your top and bottom teeth; release the air with a voiced sound. (See Figure 39.)

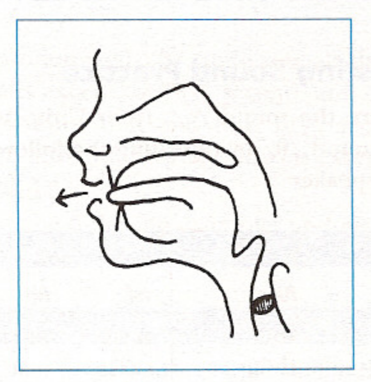


Figure 39.
The sound /ð/

Listen to the following examples and repeat them after the speaker.

EXAMPLES			
they	lather	bathe	bathes
these	together	clothe	clothes
those	breathing	breathe	soothed
the	rhythm		

Practice for Mastery

Listen to the following sentences featuring the consonant /ð/, and repeat them after the speaker.

EXAMPLES
The mother soothed the teething baby.
My brother loathes this weather.
Father seethed when he saw these leather pants.

About the Letters th

The letters th are silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES	
asthma	isthmus

Contrasting Sound Practice

Now compare the sound /d/, from Unit Nineteen, with the sound /ð/. Repeat the words after the speaker.

/d/	/ð/
dare	there, their, they're
dough	though
den	then
ladder	lather
wetter	weather, whether
letter	leather
utter, udder	other
fodder	father
mutter	mother
writing, riding	writhing
breed	breathe
sued	soothe
seed	seethe
skating	scathing

Recognition Practice

Listen carefully to the following four sentences on the CD, and circle below the ones you hear. Check your work on page 132.

EXERCISE

1. Did you see the letter?	Did you see the leather?
2. He made a big ladder.	He made a big lather.
3. Yes, they sued him.	Yes, they soothe him.
4. It was his mutter that bothered her.	It was his mother that bothered her.

Answers to Exercises

Recognition Practice, p. 129 The truce is important. I sought it out. He can't find the path. Show the teacher your seam.
Recognition Practice, Did you see the letter? He made a big ladder. Yes, they soothe him. It was his mutter that bothered her.



UNIT TWENTY-EIGHT
THE SOUND /h/

Introducing the Sound /h/

To make the sound /**h**/, keep your tongue free and force air from the throat with a voiceless sound. (See Figure 40.)



Figure 40.
The sound /h/

Listen to the examples and repeat them after the speaker.

EXAMPLES

hay	m*a***h**og*a*ny	w**h**o
hill	O**h**io	w**h**ole
hope	alc*o***h**ol	
huge	pre**h**eat	
hurry		

When the words he, her, his, him, and has are unstressed, the /**h**/ sound is often not pronounced.

Listen to the examples, and repeat them after the speaker.

EXAMPLES

I don't know where (h)e is.
He gave it to (h)er yesterday.
I haven't seen (h)im.

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Does (h)e **h**ave any **h**ope?
Hi! What's your **h**urry?
Howard is **h**iding in O**h**io.
They **h**ave a **h**uge **h**otel at Lake Ta**h**oe.
Her **h**usband brought **h**ome a **h**uge ma**h**ogany **h**utch.

About the Letter h

The letter h is silent in the following examples. Listen, and repeat each word after the speaker.

EXAMPLES

honor, honest	vehement
herb	exhaust
heir	exhort
hour	exhume
	shepherd
John	what
oh, ah	when
night, fight, etc.	where
though, through, etc.	why
caught, bought, etc.	khaki
	rhythm
	thyme



Introducing the Sound /w/

To make the sound /w/, relax your tongue, then round your lips and press them back against the front of your teeth. Make a sound as you release your lips. (See Figure 41.)



Figure 41.
The sound /w/

Listen to the examples and repeat them after the speaker.

EXAMPLES

way	a**w**ay	q**u**een
was		
		s**w**eet
		t**w**enty
where	a**wh**ile	**o**ne
why		**o**nce
whistle (əl)		

Practice for Mastery

Listen to the following sentences featuring the sound /w/, and repeat them after the speaker.

EXAMPLES

When will we go away?
The wind whistled in the woods.
Dwight and Duane went to Guam.
Why was there a war?
One of the twins walked twenty miles.
Wanda wore her white dress on Wednesday.
I went for a walk with Walter McGuire.

About the Letter w

The letter w is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

who, whom, whose, whole	two
wren, write, wrong	toward
sword	knowledge

Practice in Context

Repeat this poem after the speaker, one line at a time, to practice /w/.

Why do we have an h in *why*,
and *where, when, what,* and *white*?
Well, there's a w in *who, whose,* and *whole,*
and *write* when the meaning is right.

Contrasting Sound Practice

Compare the sound /v/, from Unit Twenty-one, with the sound /w/, by repeating the following words after the speaker.

EXAMPLES

/v/	/w/	/v/	/w/
vine	wine	vow	wow
very, vary	wary	vile	while
veal	wheel, we'll	veer	we're
vent	went	vest	west
vase	ways, weighs		

Recognition Practice

Four sentences featuring the previous sounds /v/ and /w/ are recorded next on the CD. Below, circle the ones you hear, then check your answers on page 140.

EXERCISE

1. He took the veal.	He took the wheel.
2. It's in the vest.	It's in the west.
3. What's the vine like?	What's the wine like?
4. Veer to the left.	We're to the left.

Introducing the Sound /y/

To pronounce /y/, spread your tongue flat and toward the back of your mouth; do not let your tongue touch the palate. Next, make a wide smile with your lips and bring your tongue forward with a voiced sound. (See Figure 42.)



Figure 42.
The sound /y/

Listen to the following examples and repeat them after the speaker.

EXAMPLES

yes	yet	mayor	iron (ai-yern)
yellow	year	beyond	

When the sound /**y**/ is followed by the vowel sound /**u**/, the combination is exactly the same as the vowel sound /**iuw**/.

Listen to the examples and repeat them after the speaker.

EXAMPLES

you	youth	use	Utah	usual

Practice for Mastery

Listen to the following sentences featuring the sound /**y**/, and repeat them after the speakers.

EXAMPLES

May I use **y**our iron?
Yes, **y**ou may use it any time.
He's a pop**u**lar hockey pla**y**er at the un**i**versity this **y**ear.
The Miami law**y**er was triumphant **y**esterday.

About the Letter y

The letter y is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

says	prayers

Contrasting Sound Practice

Compare the sound /**j**/ from Unit Twenty-two, with the sound /**y**/ by repeating the following words.

EXAMPLES

/j/	/y/	/j/	/y/
jeer	year	joke	yoke
jello	yellow	jet	yet
major	mayor	gel	yell
jam	yam	jot	yacht

Recognition Practice

Four sentences using the sounds /j/ and /y/ are recorded next on the CD. Circle the ones you hear and check your answers on page 140.

Exercise

1. There's no juice.	There's no use.
2. My uncle is the major.	My uncle is the mayor.
3. Has he come by jet?	Has he come by yet?
4. Are you going to jail?	Are you going to Yale?

Practice in Context

Now, repeat the following poem after the speaker, one line at a time, to practice /**j**/ and /**y**/.

Jer*e*my bought *a* yellow jet,
And then he got *a* yacht.
"Why did you get th*e* yacht," asked Brett,
"When you hav*e*n't used th*e* yellow jet yet?"

Answers to Exercises

Recognition Practice, p. 137 He took the wheel. It's in the vest. What's the wine like? We're to the left.
Recognition Practice, There's no use. My uncle is the major. Has he come by yet? Are you going to jail?



Unit Thirty
Double Consonants

CD 3 TRACK 7

Sometimes a word ending in a consonant sound is followed by a word beginning with the same consonant sound, or one formed in the same position. To pronounce these "double consonants," do not release the sound between words. Emphasize the sound by holding it a little longer.

Listen to the following examples, and repeat them after the speaker.

Examples

/p/ + /p/	Kee**p pr**act*i*cing
/b/ + /b/	Gra**b Br**i*a*n's hand.
/p/ + /b/	That pu**p b**elongs t*o* h*e*r.
/t/ + /t/	It's no**t t**oo much.
/d/ + /d/	Da**d d**id*n'*t tell me.
/t/ + /d/	Don'**t d**o that.
/k/ + /k/	I li**ke c**andy.
/g/ + /g/	That ru**g g**oes here.
/k/ + /g/	They li**ke g**reen appl*e*s.
/f/ + /f/	Keep o**ff F**reddie's flow*e*rs.
/v/ + /v/	I lo**ve V**ermont.
/v/ + /f/	He has lots **of fr**iends.
/s/ + /s/	That'**s s**cary.
/z/ + /z/	Hi**s z**eroes are in th*e* wrong place.
/z/ + /s/	Hi**s s**cience class *i*s int*e*resting.
/l/ + /l/	He'**ll l**ike it.
/r/ + /r/	They *a***re wr**ong.
/m/ + /m/	We named hi**m M**ike.
/n/ + /n/	Da**n kn**ows th*e* truth.
/θ/ + /θ/	Are you going wi**th thr**ee bags?
/θ/ + /ð/	He left wi**th th***e* dog.

There are two exceptions to this pattern. The sounds /**ch**/ and /**j**/ must be released before pronouncing another word.

Listen to the examples and repeat them after the speaker.

Examples

/ch/ + /ch/	I can't rea**ch Ch**arles.
/j/ + /j/	Will you jud**ge Ja**ck's team?
/ch/ + /j/	She's going to tea**ch g**eometry.

Part Three

Stress Patterns



English words can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be

- a vowel sound alone,
- a vowel before a consonant,
- a vowel after a consonant, or
- a vowel between consonants.



Unit Thirty-One
Syllables and Stress

Listen to these examples of one-syllable words and repeat them after the speaker.

Examples

Vowel alone	oh	I	
Vowel-consonant	on	ice	
Consonant-vowel	to	be	you
Consonant-vowel-consonant	big	tough	cute

Each syllable in a word has a degree of emphasis, called stress. There are three stress levels in English, primary (**/**), secondary (/), and unstressed (–).

Each word of two or more syllables has one syllable that is longer and louder than the others. It has primary stress. In the examples that follow, these syllables are represented in **extra bold letters**.

Some words and syllables have secondary stress, which is slightly weaker than the primary one, but louder and longer than an unstressed one. These syllables are represented in **bold letters** in the examples.

There are many unstressed syllables in English. They have a short, soft vowel sound and may be difficult to hear at first. They are represented in the examples in Roman type. Unstressed vowels pronounced /ə/ are in ***light blue italics***. Be careful to emphasize any consonants that occur with unstressed vowels.

CD 3 TRACK 9

Unit Thirty-Two Two-Syllable Words

Introducing Primary Stress

A word with two vowel sounds has two syllables. One syllable has primary stress. Say it a little louder and longer than the other. Pronounce the vowel with importance.

The vowel of the unstressed syllable is usually pronounced /ə/, no matter how it is spelled. Make the vowel sound short. Pronounce the consonant sounds clearly and distinctly.

Listen to the following examples and repeat them after the speaker.

Examples

Primary stress on first syllable		**Primary stress on second syllable**	
/	**–**	**–**	**/**
cli-	mate	ad-	**vice**
ac-	tor	ex-	**cite**
pleas-	ure	con-	**fused**
sol-	dier	sup-	**pose**
danc-	es	sur-	**prised**
wash-	es		
watch-	es		
fold-	ed		
seat-	ed		

The sounds /iy/, /ow/, /iuw/, and /ɪ/ often keep their normal pronunciations in unstressed syllables.

Listen to the following examples and repeat them after the speaker.

Examples

Stress on first syllable		**Stress on second syllable**	
/	**–**	**–**	**/**
/iy/			
ar-	my	re-	**peat**
ba-	by	de-	**duct**
ci-	ty	be-	**gin**
/ow/			
ar-	row	o-	**bey**
el-	bow	o-	**mit**
fol-	low	o-	**kay**
/iuw/			
ar-	gue	u-	**nique**
neph-	ew		
val-	ue		
/ɪ/			
build-	ing	in-	**stead**
den-	tist	in-	**sist**
mu-	sic	im-	**mune**

Usage Tip

- The stress patterns **/ –** and **– /** indicate the difference between certain nouns and verbs.

Listen to the following examples and repeat them after the speaker.

Examples

Nouns		**Verbs**	
/	**–**	**–**	**/**
pres-	ent	pre-	**sent**
reb-	el	re-	**bel**
ob-	ject	ob-	**ject**
prog-	ress	pro-	**gress**
rec-	ord	re-	**cord**

To practice the difference in stress between nouns and verbs, repeat the following sentences after the speaker.

Examples

We're going to pr*e*sent him with a **present** at the reception.
His brother is a **reb**el. He re**bels** against all the established rules.
If you don't *o*b**ject**, I will put several **obj**ects on the table.
"When did you re**cord** your last **rec**ord?," the boy asked the singer.

Introducing Secondary Stress

CD 3 TRACK 10

Some two-syllable words have **primary** stress on the first syllable and **secondary** stress on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less, but say it with a clear vowel.

Listen to the examples and repeat them after the speaker.

Examples

/	/
ac-	**cent**
ath-	**lete**
fe-	**male**
in-	**come**
in-	**sect**
trans-	**fer**

Usage Tips

- The stress pattern / / is common for compound words.

Listen to the examples and repeat them after the speaker.

Examples

Nouns		Verbs		Adjectives	
/	/	/	/	/	/
air-	**plane**	**dry-**	**clean**	**bare-**	**foot**
bird-	**house**	**black-**	**mail**	**care-**	**free**
black-	**board**	**brain-**	**wash**	**fore-**	**most**
drug-	**store**	**down-**	**grade**	**home-**	**sick**
hot-	**dog**	**foot-**	**note**	**new-**	**born**
land-	**lord**	**kid-**	**nap**		
make-	**up**				
rail-	**road**				

- The stress patterns / / and – / indicate the differences between some nouns and verbs.

Listen to the examples and repeat them after the speaker.

Examples

Nouns		Verbs	
/	/	–	/
com-	**bine**	com-	**bine**
com-	**pact**	com-	**pact**
con-	**duct**	con-	**duct**
con-	**flict**	con-	**flict**
con-	**tract**	con-	**tract**
con-	**trast**	con-	**trast**
con-	**vert**	con-	**vert**
dis-	**count**	dis-	**count**
per-	**mit**	per-	**mit**
pro-	**test**	pro-	**test**
sus-	**pect**	sus-	**pect**

Now repeat these sentences to practice the noun-verb differences in stress.

EXAMPLES

The student's **con**duct was unacceptable.
The teacher had to con**duct** him to the principal.
We signed a **con**tract to buy the house.
Now we have to con**tract** an architect to remodel it.
The young boy's father wouldn't per**mit** him to get a driver's **per**mit.
I sus**pect** he is one of the **sus**pects.

- The stress patterns / / and / – are important for distinguishing the "teen" numbers from the "tens." Note also that they have different pronunciations of the letter t.

Listen to the next examples and repeat them after the speaker.

EXAMPLES

Teens		Tens	
/	/	/	–
thir-	**teen**	**thir-**	ty
four-	**teen**	**for-**	ty
fif-	**teen**	**fif-**	ty
six-	**teen**	**six-**	ty
eigh-	**teen**	**eigh-**	ty
nine-	**teen**	**nine-**	ty

Seventeen and seventy have an additional unstressed syllable:

sev en **teen** **sev** en ty

Say the following poem, one line at a time, after the speaker, to practice the tens and teens.

EXAMPLES

Have you seen my teen?
She's a high school queen
Between sixteen and seventeen.
She can be flirty, act like thirty,
Or a baby, then a lady,
She makes her mother feel like eighty,
Or eighteen.

- The stress patterns / / and / / distinguish compound words from other modified nouns.

Listen to the examples that follow and repeat them after the speaker.

EXAMPLES

Compound word	Modifier + noun	
/ /	/	/
greenhouse	**green**	**house**
bluebird	**blue**	**bird**
darkroom	**dark**	**room**
hotdog	**hot**	**dog**
blackboard	**black**	**board**

Listen to these sentences, which compare compound nouns with other modified nouns, and repeat them after the speaker.

EXAMPLES

The kitchen was a **dark room**.
There was a **dark**room in the basement for photos.
I saw a **blue bird** in the yard.
I don't think it was a **blue**bird.
They bought a **new house** with a **green**house and a **bird**bath in the back.

I live in a **white house**, but it's not The **White** House.
He said a few **cross words** when he couldn't finish the **cross**word puzzle.
It was 100°, and Rover was one **hot dog**.
Hot dogs are great at baseball games.

- Some words have secondary stress on the first syllable, and primary on the second.

Listen to the examples and repeat them after the speaker.

EXAMPLES

׀ **/**	׀ **/**
car- **toon**	un- **do**
cash- **ier**	un- **pack**
Chin- **ese**	up- **date**
post- **pone**	with- **draw**

- Verbs with the prefix re, when it means "to do again," also have ׀ **/** as a stress pattern.

Listen to the examples and repeat them after the speaker.

EXAMPLES

׀ **/**	׀ **/**	׀ **/**
re- **build**	re- **play**	re- **wind**
re- **do**	re- **set**	re- **word**
re- **check**	re- **tell**	re- **write**
re- **heat**	re- **think**	

- Some verbs followed by prepositions have special meanings, and are called two-word verbs or phrasal verbs. They too have the ׀ **/** stress pattern.

Listen to the examples and repeat them after the speaker.

EXAMPLES

׀ **/**	׀ **/**	׀ **/**
back **up**	find **out**	put **off**
back **down**	give **back**	slow **down**
back **off**	give **in**	take **in**
call **off**	give **up**	take **out**
calm **down**	hand **in**	take **off**
clean **up**	hand **out**	use **up**
dream **up**	leave **out**	wind **up**
dress **up**	put **on**	

Practice for Mastery

Now repeat the following sentences featuring the ׀ **/** stress pattern.

EXAMPLES

After we **unpack**, we'll play Chinese checkers.
I'm going to the cashier to **withdraw** the money.
She will **rewind** the **cartoon** for you.
We'll **retest** your blood and **postpone** your routine exam.
Please slow down, or we'll **wind up** on the side of the road.
Let's find out if we can **take off** next week.
I'll **call off** the next party if you don't **clean up** after this one.



Unit Thirty-Three Words with Three or More Syllables

Words with three or more syllables have one syllable with primary stress. The other syllables are either all unstressed, or one has secondary stress and the rest are unstressed.

Introducing Stress Pattern 1

Primary stress is on the first syllable and all other syllables are unstressed.

Listen to these examples of three-syllable words and repeat them after the speaker.

Examples

/	–	–	/	–	–
a-	ni-	mal	**fin-**	ish-	es
cho-	co-	late	**vis-**	i-	ted
fur-	ni-	ture	**vis-**	i-	tor
hos-	pi-	tal	**dir-**	ti-	er
vege-	ta-	ble	**bus-**	i-	est
vis-	it-	ing	**care-**	ful-	ly
or-	ang	-es			

Listen to the following examples of four-syllable words with pattern 1, and repeat them after the speaker.

Examples

/	–	–	–	/	–	–	–
for-	tu-	nate-	ly	**per-**	man-	ent-	ly
in-	no-	cent-	ly	**ser-**	i-	ous-	ly

Introducing Stress Pattern 2

Primary stress is on the second syllable and all other syllables are unstressed.

Listen to the following examples of three-syllable words and repeat them after the speaker.

Examples

–	/	–	–	/	–
a-	**part-**	ment	ex-	**am-**	ple
ba-	**na-**	na	pro-	**hi-**	bit
con-	**di-**	tion	to-	**ge-**	ther
de-	**ci-**	sion			

Next, listen to examples of four-syllable words with pattern 2, and repeat them after the speaker.

Examples

–	/	–	–	–	/	–	–
com-	**mu-**	ni-	ty	o-	**ri-**	gin-	al
e-	**mer-**	gen-	cy	me-	**chan-**	i-	cal
ex-	**per-**	i-	ence	se-	**cu-**	ri-	ty
in-	**fer-**	i-	or				

Following are some five-syllable words with pattern 2. Repeat them after the speaker.

Examples

–	/	–	–	–
af-	**fec-**	tion-	ate-	ly
con-	**si-**	der-	a-	ble
con-	**di-**	tion-	al-	ly
co-	**op-**	er-	a-	tive
in-	**ev-**	it-	a-	ble
pro-	**fes-**	sion-	al-	ly

Introducing Stress Pattern 3

Primary stress is on the first syllable and secondary stress is on the third syllable. All other syllables are unstressed.

Listen to some examples of three-syllable words with pattern 3, and repeat them after the speaker.

EXAMPLES

/	–	/	/	–	/
al-	pha-	**bet**	**pho-**	to-	**graph**
bas-	ket-	**ball**	**qual-**	i-	**fy**
cat-	a-	**logue**	**re-**	cog-	**nize**
en-	ve-	**lope**	**ta-**	ble-	**cloth**
ex-	er-	**cise**	**tel-**	e-	**phone**
grad-	u-	**ate** (verb form)	**thun-**	der-	**storm**
hol-	i-	**day**			

Following are examples of four-syllable words with pattern 3. Repeat them after the speaker.

EXAMPLES

/	_	/	–	/	_	/	–
dic-	tion-	**a-**	ry	**or-**	din-	**a-**	ry
com-	pli-	**ca-**	ted	**tel-**	e-	**vi-**	sion
el-	e-	**va-**	tor				

Introducing Stress Pattern 4

Primary stress is on the second syllable and secondary stress is on the fourth syllable. All other syllables are unstressed.

Listen to the next examples of words with pattern 4, and repeat them after the speaker.

EXAMPLES

–	/	–	/	–	/	–	/
a-	**pol-**	o-	**gize**	con-	**grat-**	u-	**late**
ap-	**pre-**	ci-	**ate**	par-	**ti-**	ci-	**pate**

Introducing Stress Pattern 5

Secondary stress is on the first syllable and primary stress is on the second syllable. The other syllables are unstressed.

Listen to the following examples of words with pattern 5 and repeat them after the speaker.

EXAMPLES

/	/	–	/	/	–
ath-	**let-**	ic	**trans-**	**par-**	ent
beau-	**ti-**	cian	**um-**	**brel-**	la
out-	**stand-**	ing	**va-**	**ca-**	tion

Introducing Stress Pattern 6

Secondary stress is on the first syllable and primary stress is on the third syllable. All other syllables are unstressed.

Listen to the following examples of three-syllable words with pattern 6 and repeat them after the speaker.

EXAMPLES

/	–	/	/	–	/
af-	ter-	**noon**	**gas-**	o-	**line**
dis-	ap-	**pear**	**Jap-**	a-	**nese**
auc-	tion-	**eer**	**pi-**	o-	**neer**
en-	gi-	**neer**	**un-**	der-	**stand**

Now listen to these four-syllable words that have pattern 6. Repeat them after the speaker.

Examples

/	–	/	–
ad-	ver-	**tise-**	ment
ap-	pli-	**ca-**	tion
ar-	ti-	**fi-**	cial
ce-	le-	**bra-**	tion
dec-	o-	**ra-**	tion
e-	co-	**nom-**	ics
ed-	u-	**ca-**	tion
in-	de-	**pen-**	dence
man-	u-	**fac-**	ture
u-	ni-	**ver-**	sal



Unit Thirty-Four
One-Syllable Prefixes

Prefixes are one- or two-syllable additions that occur at the beginning of some words. They carry certain meanings that modify the words.

The following examples contain one-syllable prefixes that are usually unstressed. Listen to the words and repeat them after the speaker.

Examples

Prefix	–				**General meaning of prefix**
co-	co-	**op-**	er-	**ate**	with
con-	con-	**tin-**	ue		with
com-	com-	**mit-**	tee		with
de-	de-	**liv-**	er		down, from
dis-	dis-	**cuss**			negative
ex-	ex-	**hib-**	it		out, from
mis-	mis-	**take**			wrong
pre-	pre-	**pare**			before
pro-	pro-	**test**			for
re-	re-	**ward**			back

Other one-syllable prefixes usually have secondary stress. Listen and repeat after the speaker.

EXAMPLES

Prefix	/					General meaning of prefix
bi-	**bi-**	o-	lo-	gy		two
in-	**in-**	**ept**				not
ir-	**ir-**	res-	**pon-**	si-	ble	not
mal-	**mal-**	**nour-**	ish			badly
non-	**non-**	**poi-**	son-	ous		not
pan-	**pan-**	o-	**ra-**	ma		all
post-	**post-**	**pone**				after
re-	**re-**	**write**				again
sub-	**sub-**	**let**				under
trans-	**trans-**	**fer**				across
un-	**un-**	**hap-**	py			not
vice-	**vice-**	**pres-**	i-	dent		deputy



UNIT THIRTY-FIVE
Two-Syllable Prefixes

As mentioned in the preceding unit, there are prefixes that have two syllables. Here are some examples:

EXAMPLES

Prefix	General meaning
ante-	before
anti-	against
auto-	self
circum-	around
counter-	opposite to
hyper-	more than normal
hypo-	less than normal
inter-	between
micro-	tiny
mono-	one
multi-	many
poly-	many
uni-	one
ultra-	extreme

When these prefixes form a three-syllable word, there is usually primary stress on the first syllable, followed by an unstressed syllable and secondary stress on the third syllable.

Repeat the following examples after the speaker.

EXAMPLES

/	–	/	/	–	/
an-	te-	**date**	**mi-**	cro-	**scope**
an-	ti-	**freeze**	**mon-**	o-	**rail**
au-	to-	**mat**	**mul-**	ti-	**ply**
cir-	cum-	**cize**	**u-**	ni-	**verse**
coun-	ter-	**point**	**ul-**	tra-	**sound**

When two-syllable prefixes form a word of four or more syllables, there is usually secondary stress on the first syllable, no stress on the second, and primary stress on the third. The remaining syllables are unstressed.

Listen carefully and repeat the next examples after the speaker.

EXAMPLES

/	–	/	–	–
an-	te-	**ce-**	dent	
an-	ti-	**so-**	cial	
au-	to-	**ma-**	tic	
cir-	cum-	**ven-**	tion	
coun-	ter-	**clock-**	wise	
hy-	per-	**ac-**	tive	
hy-	po-	**der-**	mic	
in-	ter-	**ac-**	tion	
mi-	cro-	**sco-**	pic	
mon-	o-	**lin-**	gual	
po-	ly-	**es-**	ter	
u-	ni	**ver-**	sal	
mul-	ti-	**na-**	tion-	al
ul-	tra-	**vi-**	o-	let

Some exceptions to this pattern are as follows. Listen, then repeat after the speaker.

EXAMPLES

/	–	–	/
au-	to-	mo-	**bile**

/	/	–	–
an-	**ti-**	ci-	pate
an-	**ti-**	pa-	thy
an-	**tiq-**	ui-	ty
an-	**tith-**	e-	sis

/	/	–	–
mo-	**nop-**	o-	ly
mo-	**nog-**	a-	mous
mo-	**not-**	o-	ny

CD 4 TRACK 3

UNIT THIRTY-SIX
Suffixes

Suffixes are additions of one or more syllables that may be attached to the end of words. They usually have a grammatical function. For example, they can change the part of speech of a basic word, change the tense of a verb, and change the form of an adjective.

It is important to pronounce suffixes clearly, with the proper stress. They are almost always unstressed: Say the vowel sound quickly and with your mouth almost closed, but pronounce the consonant sounds in these syllables distinctly.

After the speaker, repeat the following words that end in unstressed one-syllable suffixes.

EXAMPLES

Noun suffixes

		–
-ance	im-**por-**	tance
-ant	im-**por-**	tant
-ate	**grad-**u-	ate
-ee	em-**ploy-**	ee
-ence	oc-**cur-**	rence
-ent	**cur-**	rent
-er	**driv-**	er
-ist	**so-**cial-	ist
-ment	**gov-**ern-	ment
-sion	ex-**pan-**	sion
-some	**hand-**	some
-tion	at-**ten-**	tion

EXAMPLES

Adjective suffixes

		–
-al	**mu-**si-	c*a*l
-ate	**grad-**u-	*a*te
-ent	**cur-**	r*e*nt
-er	**brav-**	*e*r
-est	**brav-**	*e*st
-ful	**help-**	f*u*l
-ic	au-t*o*-**mat-**	ic
-ive	*e*x-**ces-**	s*i*ve
-le	**mul-**ti-	pl*e*
-ous	**jeal-**	*ou*s

EXAMPLES

Verb suffixes

		–
-ed	**want-**	*e*d
-es	**us-**	*e*s
-ing	**read-**	ing

EXAMPLES

Adverb suffixes

		–			–
-ly	**slow-**	ly	**rap**	*i*d	ly
			hap	p*i*	ly

The following one-syllable suffixes are exceptions to the unstressed pattern. They have secondary stress. Repeat them after the speaker.

EXAMPLES

Noun suffixes

	/	–	/
-day	**hol-**	*i*-	**day**
-graph	**phot-**	*o*-	**graph**
-tude	**at-**	t*i*-	**tude**

EXAMPLES

Verb suffixes

	/	–	/
-ate	**grad-**	u-	**ate**
-fy	**qual-**	*i*-	**fy**
-ize	**crit-**	*i*-	**cize**

The noun suffix **-eer** has primary stress.

Repeat the next example after the speaker.

EXAMPLES

/	–	/	/	–	/
pi-	*o*-	**neer**	**auc-**	**t***io*-	**neer**
			rac-	**k***e*-	**teer**

The adjective suffix **-ese** has primary stress.

Repeat the example after the speaker.

EXAMPLES

/	–	/	/	–	/
Jap-	a-	**nese**	**Le-**	**b***a*-	**nese**
			Su-	**d***a*-	**nese**

Some suffixes have two syllables. Both are unstressed.

Repeat the following examples after the speaker.

EXAMPLES

Noun suffixes

		–	–
-ator	**sen-**	a-	tor
-apher	ste-**nog-**	ra-	pher
-eter	ther-**mom-**	e-	ter
-ison	**u-**	ni-	son
-ity	na-tion-**al-**	i-	ty
-ogy	bi-**o-**	lo-	gy

EXAMPLES

Adjective suffixes

		–	–
-able	**ca-**	pa-	ble
-ian	Ca-**na-**	di-	an
-ible	**sen-**	si-	ble
-ical	**rad-**	i-	cal
-ier	**pret-**	ti-	er
-iest	**sil-**	li-	est
-ior	su-**pe-**	ri-	or
-ory	**sen-**	so-	ry

EXAMPLES

Adverb suffixes

		–	–
-ally	**prac**-ti-	cal-	ly
-ately	**pri-**	vate-	ly
-ently	**per**-ma-	nent-	ly
-ively	com-**pe**-ti-	tive-	ly
-ously	**ser**-i-	ous-	ly

The following two examples are exceptions to the pattern. They have primary stress on the first syllable of the suffix. Listen and repeat the words after the speaker.

EXAMPLES

	/
(noun suffix)	for-**ma**-tion
	/
(adverb suffix)	e-vi-**dent**-ly

Now repeat the following nouns that have secondary stress on the first syllable of the suffix.

EXAMPLES

/	–	/	–
in-	ven-	**to-**	ry
dic-		**ta-**	tor
me-	di-	**a-**	tor
so-	cia-	**lis-**	m

Some suffixes may cause the stress of the basic word form to shift to another syllable. Repeat the examples after the speaker.

EXAMPLES

– / – –	– – – / –
a-**pol**-o-gy	a-pol-o-**get**-ic
/ – –	– – / – –
cu-ri-ous	cu-ri-**os**-i-ty
– / – –	– – / –
e-**con**-o-my	ec-o-**nom**-ics
/ – –	– / –
i-ro-ny	i-**ron**-ic
– / – –	– – – / –
ne-**go**-ti-ate	ne-go-ti-**a**-tion

/ – /	– / – –	– / – –
pho-t*o*-**graph**	ph*o*-**tog**-r*a*-ph*e*r	ph*o*-**tog**-r*a*-phy
/ – –	/ – / –	
pol-*i*-tics	**pol**-*i*-**ti**-c*ia*n	
/ –	– – / –	/ / – –
pub-lic	pub-l*i*-**ca**-t*io*n	**pub**-**lic**-*i*-ty
/ –	– / –	
schol-*a*r	sch*o*-**las**-tic	



UNIT THIRTY-SEVEN
SENTENCE STRESS

Introducing the Patterns

When several words are spoken together in a phrase or sentence, certain words are stressed and others are spoken more softly and quickly.

Stressed Words

Four types of words are stressed in a sentence or phrase. Say them a little louder than the unstressed words. Following are examples of sentences containing only stressed words.

1. Most <u>content</u> words—nouns, verbs, adjectives, and adverbs.

Listen to the following examples of sentences formed with only content words. Repeat each sentence, imitating the speaker's stress pattern.

EXAMPLES

Charles Jones taught English.
Shirley reads aloud every day.
Aunt Janet always makes long-distance calls.
Jason plays basketball.

2. Interrogative words—<u>who</u>, <u>whose</u>, <u>when</u>, <u>where</u>, <u>why</u>, <u>what</u>, and <u>how</u>—when they begin questions.

Repeat these examples after the speaker.

EXAMPLES

Where's Mary's school?
Why's Charlie leaving?
When's Sally's party?
Who's coming?

3. Demonstrative pronouns—this, that, these, and those—when not followed by a noun.

Listen to the next examples and repeat the examples after the speaker.

EXAMPLES	
What's this?	Why **are** these here?
That's Jess**ica**'s ball.	We want**ed** those.

4. Possessive pronouns—mine, yours, his, hers, ours, theirs.

Listen to the following examples and repeat them after the speaker.

EXAMPLES	
That tick**e**t's mine.	Dav**i**d sold his.
This **is** yours.	We bought ours yest**e**rday.
Barb**ara** got hers.	They gave theirs **a**way.

Unstressed Words

There is no stress on most function words in a phrase or sentence. Here, you will find these words broken down into 13 groups. Say them quickly, but be sure to pronounce the consonants clearly. The unstressed words are printed in ***italics***.

Do not stress:

1. The articles a, an, the.

Listen to your CD and repeat these examples after the speaker, trying to imitate the speaker's stress pattern.

EXAMPLES		
a dog	*an* apple	*the* chair

2. Prepositions, such as to, from, with, in, on, through, for, by, over, under, etc.

Repeat the following examples after the speaker.

EXAMPLES	
for a dog	*to the* hospital
with an apple	*around the* room
on the chair	*over the* hill
in the house	*after the* concert
through the door	*before the* show
of a family	

3. The subject pronouns I, you, he, she, it, we, and they.

Repeat these examples after the speaker.

EXAMPLES
I know *the* lesson.
You found *the* book *on the* shelf.
She tells secrets *to* everybody.
He talks *on the* phone too much.
We eat fish *on* Fridays.
They travel *to* Europe *a* lot.

4. The possessive pronouns my, your, his, her, our, their.

Repeat these examples after the speaker.

EXAMPLES		
my car	*her* dress	*our* house
your friend	*his* brother	*their* camera

5. The object pronouns me, you, her, him, us, them.

Repeat the following examples after the speaker.

EXAMPLES

I saw *him.*
They told *me.*
We asked *her.*
They warned *you.*
My dad helped *us.*
Put *them on the* table.

6. The demonstrative adjectives—this, that, these, and those—when followed by a noun.

Repeat the next examples after the speaker.

EXAMPLES

This book *is* interesting.
She bought *that* house.
We like *these* shoes.
Those boys talk too loud.

7. Forms of the verb be—am, are, is, was, were, aren't, isn't, wasn't, weren't.

Say the following examples after the speaker.

EXAMPLES

I *am* here.
He *is a* tall man.
They *are* all sick.
We *were in the* garden.
He *wasn't* late.

8. The expressions there is and there are.

Repeat the examples after the speaker.

EXAMPLES

There is a car *in the* driveway.
There is one apple *in the* basket.
There is jewelry *in* that box.
There are too many cars *on the* road.
There are five people *in the* family.

9. The to before a verb.

Say the following examples after the speaker.

EXAMPLES

He needs *to* work.
I like *to* eat early.
My mother loves *to* cook.
We want *to* see *the* whole movie.

10. Auxiliary verbs, such as am, is, are, was, were, do, does, did, have, has, had, isn't, wasn't, didn't, etc.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

I *am* working *in the* house.
She *is* talking *on the* phone.
He *was* helping *them.*
When *do* we start school?
Why *does* he travel so much?
Have you done *your* work?
We *have been* working all day.
He *had* always told *the* truth.
They *had* had *a* bad day.

11. Modal auxiliaries, such as can, must, have to, should, could, would, etc.

Repeat these examples after the speaker.

EXAMPLES

John *can* come.
Joe *has to* work.
Sam *should* leave.
We *would like to* help.
You *mustn't* go *in the* street.
Kathy *doesn't have to* work.

12. Who, whose, when, where, why, what, and how in the middle of a sentence.

Listen to these examples and repeat them after the speaker.

EXAMPLES

Jenny has *a* cousin *whose* name *is* Smith.
Do you know *where she* lives?
Only Courtney knows *why she* said that.
He didn't tell *me when to* come.
I can figure out *how to* do *it*.

13. Other short function words, such as and, but, or, so, not, if, as, because, whether, since, until, though, although.

Repeat the following examples after the speaker.

EXAMPLES

Mary *and* Bob have plenty *of* food, *such as* sandwiches, cakes, *and* cookies.
Joe, *not* John, *has been* here *since* noon.
Scott *was* worried *because his* wife *was so* late.
I'll stay *until he* calls, *then I'll* leave *so you can* study.
Although you're sick, *you can* eat *with* Carolyn *or* Sue.
I don't know *whether he was* late *or* not.
If you eat that much, *you'll be as* sick *as a* dog.

Exceptions

- The negative modal, can't, is usually stressed.
- When auxiliary verbs and modal auxiliaries are not followed by a verb, they have strong stress.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

She can't help *him with the* cooking.
I'll come *to the* party *if I* can.
We would lend *you the* car *if we* could.
Carol has *a* new car, *but* Margaret doesn't.
He doesn't know *I'm* unhappy, *but I* am.

Practice for Mastery



Now practice the stress patterns discussed in this unit by repeating the following sentences after the speaker.

EXAMPLES

The money *is in the* bank.
He came over *to* talk *to me*.
She can help *him with the* cooking.
I should buy *a* new dress *for the* wedding.
We could lend *you our* car.
I will send *you a* letter tomorrow.
They're walking *to the* store.
He didn't work *because he was* sick.
Karen *and* Danny stayed *until they* knew *whether or not* Val *was* coming.

- Any word can be given extra stress to emphasize or clarify a statement.

In the examples that follow, emphasis is shown in boldface. Listen, and repeat each sentence after the speaker.

EXAMPLES

	Meaning
I wanted to go to the **circus**.	(not the **movies**.)
They didn't go to **France**.	(They went to Paris, **Virginia**!)
I lost my ring on my way **to** the store.	(not **from** the store.)
He gave her the money.	(**I** didn't give her the money.)
He **gave** her the money.	(He didn't **lend** her the money.)
He gave **her** the money.	(He didn't give the money to **me**.)
He gave her the **money**.	(He didn't give her the **car**.)

Be careful not to use extra stress if you do not intend special meaning.

Next, listen to the following paragraph, paying close attention to the stress patterns.

Learning to speak a language is a little like learning to dance. They both take a long time to master, but are fun from the beginning. Both require interaction with another person, who is saying or doing something different. Fluent speakers and good dancers don't have to think about their skills. They perform them naturally. To acquire these skills, you need a lot of practice and patience. Encouragement from someone else helps a great deal.

Now, repeat the paragraph, one phrase at a time, after the speaker.

Learning *to* speak
a language
is a little *like*
learning *to* dance.
They both take *a* long time
to master,
but are fun
from the beginning.
Both require interaction
with another person,
who is saying *or* doing
something different.
Fluent speakers
and good dancers
don't have to think
about their skills.
They perform *them* naturally.
To acquire *these* skills,
you need *a* lot *of* practice
and patience.
Encouragement *from* someone else
helps *a* great deal.

Read the paragraph aloud again, practicing the proper stress. Try recording your reading on tape to see if it sounds natural.

Here is another paragraph. Listen to it on your tape, noting the speaker's stress patterns.

Last May we had a surprise party at my house for one of my friends. It was his fiftieth birthday. We invited about thirty people, and most of them were able to come. One couple even traveled all the way from New Jersey. Several people who had been away for a long time were here. Most of the guests hadn't met each other before the party, but they were having a wonderful time talking during the half-hour before the birthday man arrived. It seemed that a very special person

was a magnet for other special people. When he got here, he was really surprised, and happy to see so many friends. It was a good party.

Now, repeat each phrase after the speaker.

Last May
we had *a* surprise party
at my house
for one *of my* friends.
It was his fiftieth birthday.
We invited *about* thirty people,
and most *of them*
were able *to* come.
One couple *even* traveled
all *the* way *from* New Jersey.
Several people
who had been away
for a long time
were here.
Most *of the* guests
hadn't met each other
before the party,
but they were having
a wonderful time talking
during the half-hour
before the birthday man arrived.
It seemed
that a very special person
was a magnet
for other special people.
When he got here,
he was really surprised,
and happy *to* see
so many friends.
It was a good party.

Read the paragraph aloud again, comparing your stresses with those of the speaker.

Part Four
Intonation Patterns



Intonation is the "musical score" of a language. Each "tune" has a special meaning. In the following units, the intonation patterns are represented graphically: A horizontal line means that the words are all delivered at approximately the same pitch level; a rising line means that the pitch rises; a descending line means that it falls.



Unit Thirty-Eight
Greetings

Pattern ___/\ .

On your CD, listen to the intonation pattern in the following examples, and repeat them after the speaker.

Examples

Good morning.	Be careful.
Good afternoon.	Drive safely.
Good evening.	Say hello to your mother.
Good night.	Goodbye.
Hello.	Bye.
Hi.	Thank you.
Excuse me.	You're welcome.
Take care.	See you later.

When you say the name of the person you are talking to, add a second pattern to the previous greeting: __/.

Now, repeat these phrases.

Examples

Good morning, Bill.
Good evening, Miss Jones.
Be careful, Emily.
Say hello to your mother, John.



Unit Thirty-Nine
Statements

Introducing the Patterns

Pattern 1: __/\ .

Listen to the speaker's intonation pattern in the following examples of one-phrase sentences, then repeat each sentence after the speaker.

Examples

She's my sister.	I have a dog.
They're from Venezuela.	It's beautiful.
We're going to visit them.	We love it.
He's here.	

Pattern 2: __/ __/\ .

Listen to the following examples of two-phrase sentences, and repeat them after the speaker.

Examples

He's here, but she isn't.
I have a dog, and you have a cat.
She's my sister, and he's my cousin.
When I see him, I'll tell him.
After you get here, have a cup of coffee.
Before you start, take a deep breath.



Unit Forty
Questions

Introducing the Patterns

Pattern 1: Tag Questions __/\ __/ ?

This is the same pattern used for a greeting followed by a name. (See Unit Thirty-eight.)

Listen to and repeat each of the following sentences after the speaker.

Examples

He's coming, isn't he?
You're a lawyer, aren't you?
My sister told you, didn't she?
You'll come to my party, won't you?

Pattern 2: Tag Questions Indicating Displeasure __/\ ‾‾\ ?

A message of displeasure can be conveyed through a different intonation pattern. Listen to the same sentences, noting the change in the speaker's tone and repeat each question after the speaker.

Examples

He's coming, isn't he?
You're a lawyer, aren't you?
My sister told you, didn't she?
You'll come to my party, won't you?

This pattern can also indicate confidence in the response.

As before, repeat the example.

EXAMPLES

The water's nice, isn't it?

Pattern 3: Questions with Question Words _/\?

You will note that this is the same pattern as that used in greetings and one-phrase statements. Try to imitate the speaker's tone.

Listen to and repeat each sentence after the speaker.

EXAMPLES

When are you going?	Why are you crying?
Who is the teacher?	Where did he go?

When an answer to your question is suggested, it is on a higher tone: __/\ __/

As before, repeat these examples after the speaker.

EXAMPLES

When are you going, Friday?
Who is the teacher, Miss Smith?
Why are you crying, to make me feel bad?
Where did he go, to the movies?

The answers to the preceding questions have their own pattern: ‾\ . (pause) ‾\ .

Repeat these examples after the speaker.

EXAMPLES

Yes. Friday.	No. I can't help it.
No. Miss Jones.	Yes. To the movies.

Pattern 4: Questions Indicating Annoyance ‾\ ?

Next, repeat these questions that show annoyance through the intonation pattern.

EXAMPLES

Why do you ask?
When is he coming?
Where did you hear that?
Who did this to you?

Pattern 5: Questions Without Question Words __/ ?

Here is the last set of questions. As before, repeat each one after the speaker.

EXAMPLES

Are you happy?	Was she there?
Will he win?	Were they hurt?
Do you like it?	Did you see it?

CD 4
TRACK 9

Unit Forty-One
Counting and Listing

Introducing the Patterns

Fundamentally, the intonation pattern used in counting and listing is a series of level and rising tones that end with a final drop in pitch.

Counting

Listen to your CD and repeat the following examples after the speaker.

Examples

One, two, three, four, five.

Four hundred and thirty-seven, four hundred and thirty-eight, four hundred and thirty-nine, four hundred and forty.

Listing

As before, repeat these examples after the speaker.

Examples

I need shoes, socks, shirts, and pants.

He ate two hamburgers, french fries, and an ice cream cone.

She likes perfume, chocolates, flowers, and money.



Unit Forty-Two
Options

Introducing the Patterns

Pattern 1: When the Question Requires a "Yes" or "No" Answer

Listen to your CD and repeat the questions after the speaker. Then listen for and repeat the answers.

Examples

Question	Answer
Would you like potatoes or carrots?	No, I would rather have fruit.
Are you unhappy or uncomfortable?	No, I feel just fine.
Will he eat ice cream or cake?	Yes, he probably will (but he should be on a diet).
Would you like a drink or something?	Yes, please, I'm thirsty.

Pattern 2: When the Question Offers a Limited Choice

Examples

Questions	Answers
Would you like potatoes or carrots?	I would like carrots.
Are you unhappy or uncomfortable?	I'm unhappy.
Will he eat ice cream or cake?	He'll have cake.

Practice in Context



Listen to the following dialogues on your CD and repeat each line after the speaker.

1. — Can you help me with these boxes, Steve?
   — No. I can't.
   — Why not?
   — They're too heavy. I hurt my back and I'm not supposed to lift anything heavy.
   — Well . . . how am I going to get them upstairs?
   — Call John and see if he'll help you!

2. — Hi, Carol. How are you?
   — Fine, thanks. How are you Ms. Johnson?
   — Fine. How's school these days?
   — Oh . . . it's O.K. but we have too much homework!
   — Are you going to the game?
   — Yes, are you?
   — No. I have to clean the garage.
   — O.K. . . . see you later.
   — Bye, drive carefully!

3. — Where are you going, Mom?
   — To the movies. Do you want to come?
   — Oh . . . I'd love to, but I have to go to the library.
   — The library! Wow! I'm really proud of you. Are you doing research?
   — No . . . I'm going to pick up my friends. They need a ride home.

4. — Come live with me in the city. You'll have lots of fun.
   — I don't like the city. It's too noisy. There's too much traffic and pollution, and there's no place to park. Why don't you come live with me in the country?
   — I hate the country. It's too far away, and there's more traffic out there than in the city. Besides, there's nothing to do there. Don't you get bored?
   — You're looking for an argument, aren't you? I can see we weren't meant for each other.
   — Don't be silly! I think this is a perfect relationship. I really like living alone.



APPENDIX

1. More Words to Practice

/ə/ in first syllable:	/I/	/u/
about	did	bush
above	fig	cushion
adore	gin	pudding
again	his	cook
ahead	kids	good
ajar	lip	hood
allow	live	rook
alone	pin	stood
annoy	sister	wool
appear	tin	wood
around	win	would
away	zip	should
elect	building	
emerge	guild	
enough	guilty	
essential	quick	
exact	quilt	
exactly	cymbal	
object	hymn	
occasion	nymph	
offend		

CD 4
TRACK 13

/iy/

need
seed
deep
keep
feel
creep
squeeze
*e*xtreme
m*a*chine
squeal
lead
leap
please
tease
clean
floppy
silly
lovely
friendly

/uw/

mood
boo hoo
coo
goose
moon
noon
soon
zoo
whose
drew
grew
Jew
jewel
jewelry
stew
clue
glue
true
juni*o*r
truce
tune

/iuw/

pew
hew
Hugh
un*i*ty
un*i*v*e*rse
un*i*vers*i*ty
usef*u*l
usu*a*l
util*i*ty
fume
huge
munic*i*p*a*l
mute
puny

CD 4
TRACK 14

/ʌ/

*a*bove
dove
shove
ton
won
bun
fun
stuff
sun
ugh
tough

/ɛ/

beg
bend
crept
leg
lend
mend
regret
rest
send
leapt
pleas*u*re
ready
stead
tread
jeop*a*rdy

/ow/

no
so
loan
loaf
grown
shown
known
stone
phone
bould*e*r
although
dough
grow
blow
show
tow
mow
b*e*low
Joe
foe
toe

/owr/

bore
gore
more
store
tore
dork
fork
forty
north
short
worn
boor
floor
poor
quart
wart
court
your
hoard
roar

/oiy/

coin
D*e*moines
groin
join
loin
boy
d*e*stroy
*e*njoy
joy
ploy
soy
toy

CD 4
TRACK 15

/eə/

jam
can
fan
land
pan
ran
van
hand
stand
care
dare
fare
glare
pare
stare
fair
hair
pair
bear
tear
wear

/eiy/

crate
crave
fate
frame
grape
lame
late
plane
same
save
state
tame
tape
stapl*e*
clay
fray
gray
May
play
pray
stay
cafe
resumé
gain
grain
plain
r*e*frain
r*e*main
stain
train
grey
hey
prey
whey
buffet
fillet
persuade
feign
freight
neigh
reign
weigh
weight
great

CD 4
TRACK 16

/ɔ/

gone
b*e*long
long
prong
song
wrong
call
fall
mall
tall
wall
aucti*o*n
cauc*u*s
daunt
gaunt
haunt*e*d
jaund*i*ce
jaunt
jaunty
pause
rauc*ou*s
taut
caught
fraught
haughty

/ɔ/ (cont'd.)

taught
bawdy
crawl
dawdl*e*
flaw
jaw
lawn
raw
saw
tawny
bought
brought
fought
sought
thought
wrought
broad

/ae/

CD 4 TRACK 17

black
brat
cap
castl*e*
crack
dad
dagg*e*r
dapp*e*r
fast*e*n
flag
flap
flat
gag
gash
hash
hat
jack
lack
lap
map
nap
pack
quack
rack
racqu*e*t
sack
sash
slash
stack
tack
trash

/aəow/

bow*e*r
brown
clown
cow
flow*e*r
frown
howl
jowl
now
owl
plow
prowl
show*e*r
tow*e*r
town
vow*e*l
wow
dou*r*
flou*r*
gouge
loud
mouse
mouth
our

/a/

fath*e*r
g*a*rage
ha ha
H*a*waii
wad
wash
watch
yacht
both*e*r
clock
crop
flop
mop
off*i*ce
plot
stock
stop
top
entree
ennui

/ar/

bar
barn
car
carbs
carve
dark
far
farm*e*r
farth*e*r
jar
lard
park
star
starve
tar

/aiy/

CD 4 TRACK 18

bride
fire
hire
I'm
I've
invite
kind
quite
trite
twice
denied
dried
fried
tie
tried
blight
flight
might
plight
sigh
slight
haiku
height
cry
cypr*e*ss
fry
my
buy*e*r
dye
lye

CD 4 TRACK 19

2. Pronunciation differences when the letter e is added to a one-syllable word

/I/	/aiy/
bid	bide
hid	hide
rid	ride
Sid	side
dim	dime
Tim	time
din	dine
fin	fine
pin	pine
win	wine
grip	gripe
pip	pipe
rip	ripe
trip	tripe

/aə/	/eiy/
bad	bade
mad	made
cam	came
dam	dame
gam	game
lam	lame
Sam	same
sham	shame
tam	tame
ban	bane
can	cane
Dan	Dane
pan	pane

/ae/	/eiy/
fad	fade
lad	lade
gap	gape
rap	rape
cat	Cate
hat	hate
mat	mate
Nat	Nate
rat	rate

CD 4 TRACK 20

/a/	/eə/
bar	bare
car	care
far	fare
mar	mare
par	pare
star	stare
tar	tare

/a/	/eiy/
wad	wade

/a/	/ow/
rob	robe
cod	code
mod	mode
nod	node
rod	rode
Tom	tome
cop	cope
hop	hope
mop	mope
slop	slope
dot	dote
not	note
tot	tote

/ɛ/	/iy/
met	mete
pet	Pete

/ʌ/	/uw/
rub	rube
tub	tube
dud	dude
dun	dune

/ʌ/	/iuw/
cut	cute